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ABSTRACT

This transition model, called Guiding Education toward Adult Roles for Success (GEARS), provides a comprehensive framework from which transition services and programs can evolve. Three components of transition services are considered: transition partners, the transition process, and adult outcomes. After an introduction, the report's second section discusses how to build a transition program and how to gain administrative support. Sample needs assessments are included for parents, students, general education teachers, counselors, employers, administrators, vocational education teachers, special education teachers, agency personnel, and postsecondary education personnel. Section Three describes assessment of transition needs, noting who is responsible for assessing needs, and methods used to assess needs. This section provides interview questionnaires, sample transition assessment checklists, sample ecological assessments, and a district-wide assessment of transition needs. Section Four focuses on sample transition statements, goals, and objectives for such areas as career planning, community participation, legal services, transportation, and others. Section Five addresses curriculum, emphasizing the importance of a student-centered curriculum to prepare students for real and age-appropriate situations and providing curriculum guidelines for such transition areas as socialization, personal management, and health needs. Section Six examines parent, community, and interagency involvement and offers sample cooperative agreements. Section Seven, on assessing program effectiveness, gives examples of internal and external assessments. Section Eight lists resources, including state resources, local resources, resources for rural schools, creative solutions for funding, resources for transition to postsecondary education, disability-focused organizations, and Missouri school district transition programs. (Contains approximately 120 references.) (JDD)

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Instructor Materials

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Transition Implementation Guide

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TRANSITION IMPLEMENTATION GUIDE

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Section One

INTRODUCTION

The Need for Transition Services

In 1984 Madeleine Will first coined the term "transition" in relation to the needs of special education students exiting the school system. This model included the school curriculum as the transition foundation and the performance of adult roles as the "product" of good transition services. Will proposed that students used one of three bridges to enter the adult world. The first bridge was one in which the student needed no extra services to transition into adult roles. The second bridge provided the student with time-limited services and the third bridge offered students on-going services throughout their adult lives. Many states and school systems began to implement various transition services for students. A number of state and local follow-up studies were completed in the late 1980s (Edgar, 1988; Hasazi, Gordon & Roe, 1985; Zigmond & Thornton, 1985) that demonstrated the inability of students served by special education to transition effectively into adult roles. The National Transition Longitudinal Study (Butler-Nalin & Padilla, 1989) indicated the following major concerns:

- Special education students are significantly more likely than student who are nondisabled to come from low income, single parent families.
- National dropout rates for youth who are nondisabled range from 14%-29%, while the rates for youth with disabilities range from 26% to 36%.
- Youth with emotional disturbances have a dropout rate of 55%, while individuals with deaf-blindness have a rate of 8%.

In Missouri, reports indicate the following alarming dropout rates for students in special education (John Heskett, personal communication, June, 1990):

- 62% of students with behavior disorders
- 36% of students with learning disabilities
- 30-32% of students with mental retardation
- 24% of students with speech/language impairments

A high percentage of students with disabilities fail to complete a high school education or receive training for adult roles, including employment. In addition, they fail to make a successful linkage with appropriate adult service providers to meet their needs.

A pilot follow-up study of Missouri students who exited special education services (Kearns, 1989) found fewer than 10% of the IEPs contained any evidence of transition planning, such as referral to an adult agency. None of the IEPs contained social skills goals and objectives. Forty five percent indicated efforts in prevocational or vocational skills training. Only 10% had goals for college preparation.

The data compiled so far points out that new or modified foundations are necessary. It is also obvious that the school and school personnel alone cannot pave the road to adult roles. Parents, adult agencies, business/industry and the community must be involved in the planning of services needed to help students move from school to adult life.

Legislation

The ***Individuals with Disabilities Education Act of 1990*** (IDEA) (P.L. 101-476) mandates transition services for students receiving special education. Transition is defined in the legislation as follows:

> *"a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation."*

Section 602(a)(20) further specifies that the IEP shall include:

> *"a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting" and "In the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives."*

The ***Carl D. Perkins Vocational and Applied Technology Act of 1990*** (P.L. 101-392) also supports transition services for students with disabilities. Any school that receives Perkins dollars must abide by the following assurances:

ASSURANCES OF EQUAL ACCESS FOR MEMBERS OF SPECIAL POPULATIONS

- Individuals who are members of special populations will be provided with equal access to recruitment, enrollment, and placement activities;
- Individuals who are members of special populations will be provided with equal access to the full range of vocational education programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, and, to the extent practicable, comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as member of special populations;
- Vocational education programs and activities for individuals with handicaps will be provided in the least restrictive environment in accordance with section 612(5)(B) of the Education of the Handicapped Act and will, whenever appropriate, be included as a component of the individualized education program developed under section 614(a)(5) of such Act;
- Students with handicaps who have individualized education programs developed under section 614(a)(5) of the Education of the Handicapped Act shall, with respect to vocational education programs, be afforded the rights and protections guaranteed such students under sections 612, 614, and 615 of such Act;
- Students with handicaps who do not have individualized education programs developed under section 614(a)(5) of the Education of the Handicapped Act or who are not eligible to have such program shall, with respect to vocational education programs, be afforded the rights and protections guaranteed such students under section 504 of the Rehabilitation Act of 1973 and, for the purpose of this Act, such rights and protections shall include making vocational education programs readily accessible to eligible individuals with disabilities through the provision of services described in subsection (c)(3);

- Vocational education planning for individuals with handicaps will be coordinated between appropriate representatives of vocational education, special education, and State vocational rehabilitation agencies;
- The provision of vocational education to each student with handicaps will be monitored to determine if such education is consistent with the individualized education program developed for such students under section 614(a)(5) of the Education of the Handicapped Act, in any case in which such a program exists;
- The provision of vocational education will be monitored to ensure that disadvantaged students and students of limited English proficiency have access to such education in the most integrated setting possible; and

In addition, the Act requires that:

- Each local education agency shall provide to students who are members of special populations and parents of such students at least 1 year before the students enter or are of an appropriate age for the grade level in which vocational education programs are first generally available in the State, but in no event later than in the beginning of the ninth grade, information concerning:
  (A) the opportunities available in vocational education;
  (B) the requirements for eligibility for enrollment in such vocational education programs;
  (C) specific courses that are available;
  (D) special services that are available;
  (E) employment opportunities; and
  (F) placement.
- The information provided under this subsection shall, to the extent practicable, be in a language and form that the parents and students understand.

Each local education agency receiving Perkins dollars must also:

- Assist students who are members of special populations to enter vocational education programs, and with respect to students with handicaps, assist in fulfilling the transitional service requirements of section 626 of the Education of the Handicapped Act;
- Assess the special needs of students participating in programs receiving assistance under title II with respect to their successful completion of the vocational education program in the most integrated setting possible;
- Provide supplementary services to students who are members of special populations, including, with respect to individuals with handicaps--
  (A) curriculum modification;
  (B) equipment modification;
  (C) classroom modification;
  (D) supportive personnel; and
  (E) instructional aids and devices;
- Provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services; and
- Provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.

The ***Rehabilitation Act of 1973*** prohibits federal contractors and subcontractors from discriminating against a worker with a disability through Section 503. Section 504 states that any project or agency that receives federal funds cannot discriminate on the basis of a person's disability. This includes all public educational institutions and other recipients of federal funds. .

The ***Americans with Disabilities Act (1990)*** (P.L. 101-336) supports the civil rights of persons with disabilities and protects these rights in the areas of employment, communication, transportation, accessibility in public services and public accommodations operated by private entities. This legislation will require employers to accommodate an individual's disability as long as the accommodation does not impose undue hardship. For more information, contact:

For Employment, Title I:
Equal Employment Opportunity Commission
1801 L Street NW
Washington, DC 20507
800-669-3362 (EEOC)
800-800-3302 (TDD)
(202) 663-4900 (voice)

Public Service and Transportation, Title II:
Office on the Americans with Disabilities Act
Civil Rights Division, U.S. Department of Justice
P.O. Box 66738
Washington, DC 20035-9998
(202) 514-0301 (voice)
(202) 514-0383 (TDD)

Department of Transportation
400 Seventh Street SW
Washington, DC 20590
(202) 366-9305 (voice)
(202) 755-7687 (TTY)

Public Accommodations, Title III:
Architectural and Transportation
Barriers Compliance Board
1331 F Street, N.W., Suite 1000
Washington, DC 20004-1111
(800) 872-2253 (voice)
(800) 872-2253 (TDD)

Telecommunications, Title IV:
Federal Communications Commission
1919 M Street NW
Washington, DC 20554
(202) 634-1837 or (202) 632-7260 (voice)
(202) 632-6999 (TDD)

Enforcement/Miscellaneous, Title V:
Civil Rights Division, U.S. Department of Justice
P.O. Box 66118
Washington, DC 20035-6118
(202) 514-0301 (voice)
(202) 514-0381 (TDD)

Fair Housing Discrimination:
Commission on Human Rights
P.O. Box 1129
Jefferson City, MO 65102
(800) 877-6247
(314) 751-3325

The ***Job Training and Partnership Act of 1982*** (P.L. 97-300) is currently being reauthorized. In its present form, states receive federal dollars for job training and disburse those dollars through Private Industry Councils (PIC) in designated Service Delivery Areas (SDA). The PIC reviews job market information and selects/establishes job training programs for targeted populations. These targeted populations usually include persons with disabilities, but most funds are targeted toward persons who are economically disadvantaged.

The ***Developmental Disabilities Assistance and Bill of Rights of 1990*** (P.L. 100-496) was written to ensure all persons with developmental disabilities receive services, assistance and opportunities that would enhance their ability to achieve independence, productivity and integration into the community. The Act broadens the definition of developmental disabilities and includes individuals with severe functional limitations attributable to physical impairments, mental impairments, and combinations of physical and mental impairments.

Missouri Transition Model

Missouri LINC developed an initial transition model in 1985 and this model has evolved as school districts have implemented transition programs and services. The most current model is on page 7. This model, *Guiding Education toward Adult Roles for Success* (GEARS) provides a comprehensive framework from which transition services and programs can evolve. One component of transition services is **people**: students, parents, teachers, agency personnel, business/industry personnel, community members and postsecondary personnel are all partners in building successful transition programs. Students have the greatest stake in successful programs, as they are the recipients of services. Their needs should guide the development of services. Parents must be heavily involved as they are the life-long advocates for their children. Many parents need help in becoming efficient casemanagers for their child and need to be prepared for the maze of adult service providers encountered when their child leaves the school system. Local school district personnel play the lead role in the development, implementation and monitoring of transition services and programs. They need the input of others in order to design effective programs. Adult service agencies must be involved in transition planning so they understand the resources/services needed in the future and can be prepared for students when they exit the school system. Employers must be involved so they are ready to help teachers with curriculum and the preparation of students who are ready for work upon exiting the system. Many students with disabilities will enter postsecondary institutions, so linkages with postsecondary personnel must be established. The community is also involved in the development of services necessary for students with disabilities to become full participants in adult life since these individuals will be living, working and playing in the community.

The **process** of transition describes actions that are taken by the personnel involved in transition program development. These actions are ongoing and never fully completed. The middle gear of the model outlines these actions:

Awareness: Only after receiving information about transition (what it is, why schools should be concerned about it and what can be done to ensure students are successful after exiting the system) can individuals begin to create changes in the educational delivery system for the benefit of students.

Assessing Needs: Identifying current strengths and weaknesses enables individuals to determine gaps in services. Needs assessment data must be gathered from all the people involved in the transition process: students, parents, employers, teachers, administrators, postsecondary personnel, business/industry personnel and community leaders.

Setting Goals: Using information from the needs assessment, a plan of action can be developed for transition services/programs.

Implementation: Strategies are used to reach the goals stated in the plan of action. This stage may be the most frustrating, as simple goals often involve systems change, and frequently take longer to reach than originally planned.

Evaluation: Each stage of the planning and implementation of transition programs and services must be evaluated for effectiveness. The evaluation will result in an awareness of new issues and the process will begin again.

The product of transition services/programs are individuals who are capable, competent and as independent as possible in **adult roles**. Educators, parents and students envision happy, productive and successful adult lives for students. Transition programs must be very broad in scope to provide services

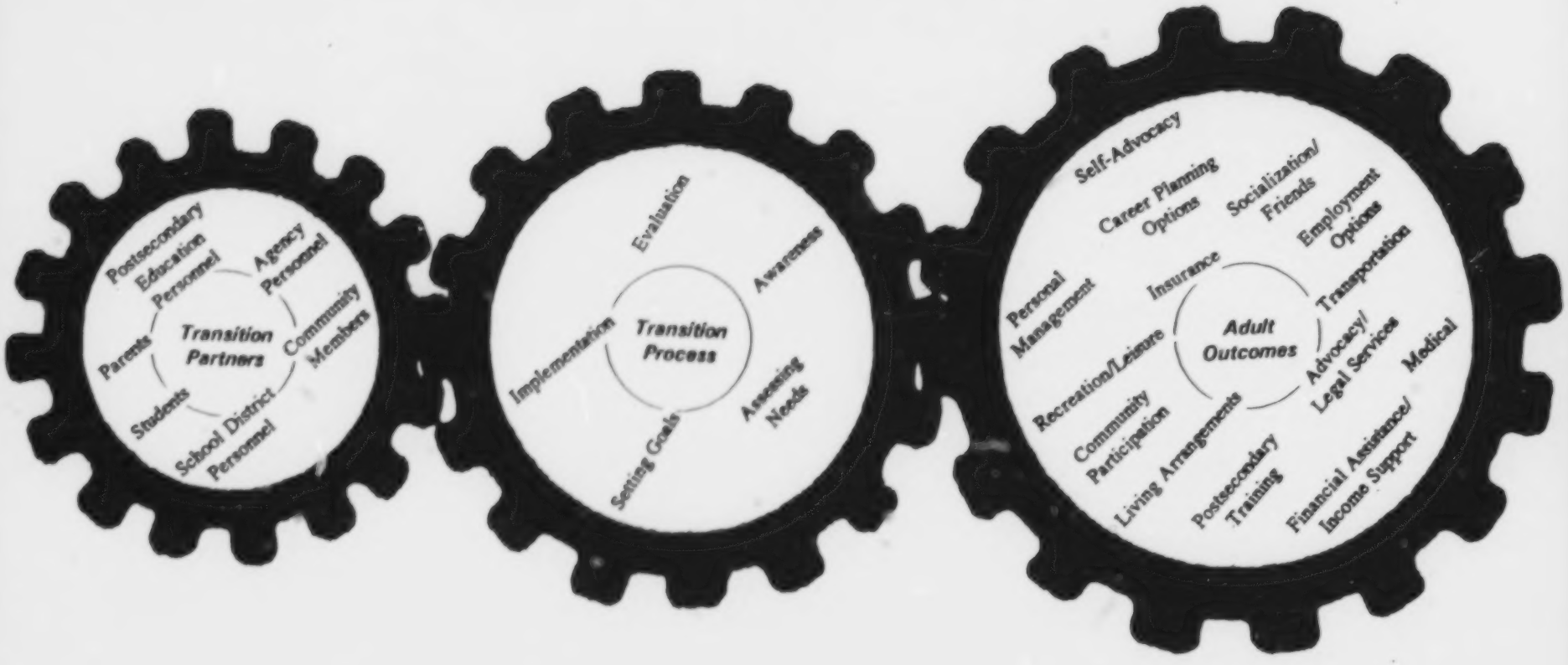
and options to meet needs in all aspects of a student's present and future life. These outcomes include the areas of:

Career Planning Options	Transportation
Employment Options	Self-Advocacy
Postsecondary Training	Socialization/Friends
Financial Assistance/Income Support	Personal Management
Community Participation	Living Arrangements
Advocacy/Legal Services	Medical
Leisure/Recreation	Insurance

Planning for these areas should be evident in IEPs of students with disabilities. Perhaps not all areas are covered every year, but by the time a student exits the school system, the adult outcome areas will have been addressed so the student moves smoothly from school into the adult roles of his or her choice.

SUMMARY

Transition is a complex interface of the content (**people**) and actions (**process**) which harmonize to bring about successful **adult outcomes** for students with disabilities. Coordination, cooperation and collaboration among all facets of the transition program is essential. The most effective transition planning begins at an early age and continues throughout the school years so services are in place when a student needs them. The IEP must display evidence of transition planning by age 16 or, when appropriate, at younger ages. IEP meetings will take on an added dimension in planning for the future environments of students with disabilities. This planning for the future will affect the curriculum of the student, making it more relevant to the present and future life of the student.



GEARS

Guiding Education toward Adult roles for Success

Section Two

GETTING STARTED

Overview

In Missouri, the school district is the lead agency in the development of transition programs and services. District personnel must take the first step in creating awareness, identifying needs, setting goals, implementing and evaluating the services. Most districts do not try to do everything at once, but choose where they want to start in the process and limit their goal setting to accomplishable tasks. Some districts have chosen to begin looking at transition services by forming a Transition Task Force, others have chosen to look internally at their curriculum first. Many districts have offered inservice to increase awareness of the need for transition services, while others decided to work on evaluation of current programs first, through a follow-up study of recent graduates. In any case, there are major components which every transition program must address if students are to attain proficiency in the adult outcome areas and have the needed services available to support them in each area.

What are the major components of transition programs?

Every transition program must take into account the "**players**." These players are school district personnel (administration, teachers, paraprofessionals, support staff, etc.), students, parents, adult agency personnel (including postsecondary personnel), business/industry personnel and community members. In essence, the players consist of anyone involved in the present or future environments of students.

Every transition program must also take into account the **adult outcomes** for students. For students who are going to function well in adult roles, the curriculum becomes a vital component in building an effective transition program. The development of comprehensive curricular options based upon the needs of the student rather than available service delivery models becomes one of the most challenging aspects of building effective transition programs.

Every transition program must utilize a framework, a **process** which will continually provide input for change. Students and their needs are not static, and transition programs will continually evolve based on the changing needs of students progressing through the educational system.

How should I begin to build a transition program?

District decisions about where to begin in planning a transition program are based on many factors. A Transition Task Force and needs assessment is recommended as the first step. This involves the "players" from the inception of planning and allows for input from many sources. This early involvement in program planning also tends to solidify support for the program. If players are not involved in the planning stages, they are often difficult to win over later.

The Transition Task Force will want to conduct a needs assessment to determine what their goals should be. They may decide to assess the needs of teachers only, or do a full fledged needs assessment, involving students, parents, community and businesses; as well as a variety of school personnel (special, regular and vocational educators, administrators, etc.). Sample Needs Assessment forms can be found in the resource section at the end of this chapter.

Sometimes a Task Force will decide to begin with evaluating the current program using a follow-up study of recent graduates. This follow-up study could help determine the program deficits as students report problem areas as young adults (see Section 6 for a sample follow-up study).

Occasionally a Task Force will want to create awareness of the need for a transition program and offer inservice workshops to teachers, parents, and community members or produce brochures to be distributed in school and the community.

How do I gain administrative support for the transition program?

Teachers gain administrative support in a variety of ways. What works is dependent upon many factors in a district: the school climate, financial concerns, numbers of students in special education, parent advocacy, and level of awareness of the need for transition planning. Many districts begin with either a needs assessment or a follow-up study in order to document a programmatic change for administrative personnel. Others have included the superintendent, special education director, and principals on their Transition Task Force, thereby involving them in the beginning planning stages.

In any effort to gain support (whether from administration, parents, the community or businesses) plans must include goals, strategies to reach the goals and an evaluation component. This means that the goals must be measurable. An example might be:

GOAL: To inform school administrators (superintendent and principals) of the need for transition programming.

Activities:

a. Give them a copy of the law (IDEA) by (date).
b. Design, compile and analyze a school-based (teacher/student/administrator) needs assessment and present findings by (date).
c. Design, compile and analyze a follow-up study of recent graduates from special education and present findings by (date).
d. Determine numbers of drop outs from special education programs and present findings by (date).

GOAL: Invite administrators to serve on the Transition Task Force.

Activities:

a. Talk with them personally about the importance of the task force and what their specific input might be by (date).
b. Invite them to participate in writing by (date).

GOAL: Invite the administrator to accompany you on visits other districts with transition programs.

Activities:

a. Determine other districts similar to yours with transition programs by (date).
b. Request the other district set up a time for their administrator to visit with yours by (date).
c. Invite your administrator by (date).
d. Ask the other district to send you written information that you can give to your administrator by (date).
e. Set date for the visit by (date).

SUMMARY

Planning for the active involvement of all the players in the transition process is essential to the success of transition programs. This planning takes time and effort, but with the help of a Transition Task Force, the work can be spread among many people. The following resources offer examples for forming a Task Force, as well as sample needs assessments.

RESOURCES FOR SECTION TWO

Sample Needs Assessments

Possible Transition Task Force Representatives

Sample Invitation Letter

Sample Mission Statements

Sample Goals and Objectives

Sample Goals and Evaluation Methods

Guidelines for a Transition Task Force

Sample Needs Assessment: Students

1. Do you feel school is beneficial for you? *yes* *no*

2. Do you know where you will live after you graduate from high school? *yes* *no*

3. Do you plan to go on to college or receive additional training after high school? *yes* *no*

4. Do you feel that the information you are learning in high school is what you will need to know in the future? *yes* *no*

5. Do you have any work experience? *yes* *no*

6. Can you drive a car or arrange for transportation by yourself? *yes* *no*

7. Are you registered to vote? *yes* *no*

8. Have you been referred to any agencies for services? *yes* *no*

9. Do you participate in community activities? *yes* *no*
   If yes, what are some of the activities?

10. What do you like to do in your free time?

11. Circle all of the following which you would like to learn before you graduate:

drive a car	*look for an apartment*	*cook a meal*
do laundry	*figure a budget*	*learn to sew*
comparative shop	*learn a new hobby*	*skills for a job*
figure taxes	*skills to succeed in college*	

12. What else do you want to learn before you graduate?

Sample Needs Assessment: Parents

1.	Do you know what the term "transition" means?	*yes*	*no*	*don't know*
2.	Do you know what services the school district provides and how to obtain them?	*yes*	*no*	*don't know*
3.	Does your child's IEP contain transition goals and objectives?	*yes*	*no*	*don't know*
4.	Are you the implementor of some of the transition goals and objectives for your child?	*yes*	*no*	*don't know*
5.	Do you know what residential services are available to your child and who to contact for information?	*yes*	*no*	*don't know*
6.	Do you know your child's strengths and weaknesses?	*yes*	*no*	*don't know*
7.	Has your child's educational program contained career planning activities?	*yes*	*no*	*don't know*
8.	Does your child know what vocational programs are available within the school setting?	*yes*	*no*	*don't know*
9.	Has your child ever been employed?	*yes*	*no*	*don't know*
10.	Can you list various agencies which will provide services for your child after graduation?	*yes*	*no*	*don't know*
11.	Does your child participate in any community organizations?	*yes*	*no*	*don't know*
12.	Does your child have any hobbies?	*yes*	*no*	*don't know*
13.	Does your child receive SSI or SSDI?	*yes*	*no*	*don't know*
14.	Do you understand the effects of employment on SSI/SSDI payments?	*yes*	*no*	*don't know*
15.	Does your child perform household activities (laundry, cooking, washing dishes, cleaning, etc.)?	*yes*	*no*	*don't know*

16.	If your child is old enough to vote, is he/she registered?	*yes*	*no*	*don't know*
17.	Can your child drive or obtain transportation without your assistance?	*yes*	*no*	*don't know*
18.	Can your child state his/her strengths and weaknesses?	*yes*	*no*	*don't know*
19.	Does your child know how to obtain insurance?	*yes*	*no*	*don't know*
20.	Do you and your child know about various living options to explore following graduation?	*yes*	*no*	*don't know*
21.	Can your child take medication responsibly and independently?	*yes*	*no*	*don't know*
22.	Has the school district helped to plan for your child's future?	*yes*	*no*	*don't know*
23.	Do you feel that your child will be independent and successful in the future?	*yes*	*no*	*don't know*

Sample Needs Assessment: General Education Teachers

1. How many special education students are enrolled in your classes?
   0 *1-2* *3-4* *5-6* *7 or more*

2. How many IEP conferences do you attend annually?
   0 *1-2* *3-4* *5-6* *7 or more*

3. Do you receive notice of the IEP conference early enough to plan active participation?
   yes *no*
   If no, how much prior notice would you want?
   1 week *2 weeks* *3 weeks* *1 month* *more than 1 month*
   *other*_____

4. How many objectives are you responsible for implementing on IEP's (total)?
   0 *1-2* *3-4* *5-6* *7 or more*

5. Do you receive a copy of these student's IEPs?
   yes *no*

6. Do you receive assistance from the special services staff to provide appropriate modifications? *yes* *no*

7. Has the special services staff informed you of current legislation mandating services to persons with disabilities? *yes* *no*

8. Do you understand the term "transition"? *yes* *no*

9. Do you provide opportunities for students with disabilities to see relevancy between the subject matter and their futures? *yes* *no*
   If yes, give an example:

10. Have you asked for assistance from the special services staff in implementing transition goals and objectives? *yes* *no*

11. Is the special services staff cooperative in assisting you? *yes* *no*

12. Do you attend inservice provided by the special services department? *yes* *no*

13. Circle all topics on which you would like to receive more information:

transition planning	*IEP goal and objective implementation*
documentation	*alternative intervention strategies*
referral process	*special education legislation*
classroom modifications	*learning styles*
instructional strategies	*functional/relevant curriculum*

14. What suggestions do you have to improve special services?

Sample Needs Assessment: Counselors

1. Do you understand the special education process? *yes* *no*

2. Do you understand the term "transition" and how it fits into existing curriculum?
   yes *no*

3. Is a functional/relevant curriculum being used within your school? *yes* *no*

4. Do you actively implement the *Comprehensive Guidance Program*? *yes* *no*

5. Have you assisted special services personnel with curriculum mapping? *yes* *no*

6. Do you assist in the implementation of vocational exploration activities? *yes* *no*

7. How many IEP conferences have you attended this year?
   0 *1-5* *6-10* *11-15* *16-20* *21 or more*

8. Do you and the special services teachers collaboratively plan for the futures of students with disabilities? *yes* *no*

9. How many students with disabilities do you schedule for vocational-technical programs (annually)?
   0 *1-10* *11-20* *21-30* *31 or more*

10. How many students with disabilities do you help prepare for postsecondary education or training (annually)?
    0 *1-10* *11-20* *21-30* *31 or more*

11. How many transition objectives will you implement this year?
    0 *1-5* *6-10* *11-15* *16-20* *21 or more*

12. How many agency contacts do you make a year to link students with disabilities to needed services?
    0 *1-3* *4-6* *7-10* *11 or more*

13. Do you attend inservices provided by the special services department? *yes* *no*

14. Circle all topics on which you would like to receive more information:

transition planning	*IEP goal and objective implementation*
documentation	*alternative intervention strategies*
referral process	*special education legislation*
classroom modifications	*learning styles*
instructional strategies	*functional/relevant curriculum*

15. What suggestions do you have to improve special services?

Sample Needs Assessment: Employers

1. In the past, have you employed students from our high school? *yes* *no*

2. Were these placements made by any of the following:
   - *special education teacher* *yes* *no*
   - *social service agency personnel* *yes* *no*
   - *vocational education teacher* *yes* *no*
   - *other* _____ *yes* *no*

3. Does the school staff observe the student employee often enough? *yes* *no*

4. Do these observations interfere with your business's daily activities? *yes* *no*

5. Does the school staff in any way interfere with your supervision or plans for the employee? *yes* *no*

6. Overall, do our students demonstrate good work habits?
   - *grooming/personal hygiene* *yes* *no*
   - *attendance* *yes* *no*
   - *communication skills* *yes* *no*
   - *following directions* *yes* *no*
   - *responsibility/initiative* *yes* *no*
   - *vocational training/skills* *yes* *no*
   - *quality work* *yes* *no*
   - *safety* *yes* *no*
   - *production* *yes* *no*

7. Do you currently employ any students with disabilities who are enrolled in the school work cooperative education program? *yes* *no*

8. Do you currently employ students with disabilities who have graduated from our school? *yes* *no*

9. If you do not currently employ any of our former students with disabilities, is it because of any of the following reasons?
   - ___ *none applied for employment*
   - ___ *no job openings*
   - ___ *inadequate skills for employment*
   - ___ *previous poor employee*
   - ___ *other*_____

10. What skills do we need to be teaching our students so they are better prepared workers?

_____

_____

Sample Needs Assessment: Administrators

1.	Do you understand the term "transition" and the legislation which mandates transition services for students with disabilities?	*yes*	*no*
2.	Do you attend IEP conferences?	*yes*	*no*
3.	Does the special services staff successfully facilitate transition planning during the IEP conference?	*yes*	*no*
4.	Has transition planning been explained to the general education teachers, vocational teachers, counselors, support staff, etc.?	*yes*	*no*
5.	Do you encourage your teachers to develop a functional/relevant curriculum?	*yes*	*no*
6.	Do you encourage your teachers to provide community-based experiences?	*yes*	*no*
7.	Do you provide additional funding for community-based experiences?	*yes*	*no*
8.	Are parents actively involved in developing transition plans with with their child?	*yes*	*no*
9.	Do you allow release time for your staff to receive personnel development training on transition?	*yes*	*no*
10.	Do you supervise the follow-up studies of students with disabilities to determine if your educational programs are successful?	*yes*	*no*
11.	Is the special services staff cooperative in assisting general and vocational education staff in making appropriate modifications for mainstreaming?	*yes*	*no*
12.	Do you support all areas of transition planning and allow your special services staff flexibility in addressing the needs of the students in each of these areas?	*yes*	*no*
13.	Are you involved in public relations in the community to support the transition of students with disabilities?	*yes*	*no*
14.	Are you a member of a Transition Task Force in your district?	*yes*	*no*

Sample Needs Assessment: Vocational Education Teachers

1. How many students with disabilities are currently enrolled in your vocational program?
   0 *1-5* *6-10* *11-15* *16-20* *21 or more*

2. How many IEP conferences did you attend for the students who are currently enrolled in your program?
   0 *1-5* *6-10* *11-15* *16-20* *21 or more*

3. Before or during the IEP conference was the term "transition" explained to you?
   yes *no*

4. Do you understand the term "transition"? *yes* *no*

5. How many IEP transition goals and objectives are you responsible for implementing?
   0 *1-5* *6-10* *11-15* *16-20* *21 or more*

6. Is the special services staff supportive and cooperative in helping you to implement the transition goals and objectives? *yes* *no*

7. Are you successful in the placement of students with disabilities following training in your program? *yes* *no*

8. Please circle any areas where the special services staff could provide additional support for students with disabilities in your vocational program:
   pre-vocational skills *classroom modifications*
   work site placement *social skills*
   vocational exploration *other*_____

9. In general, at the five-year follow up, what percentage of students with disabilities (who completed your program) are working?
   25% or less *25% to 50%* *50% to 75%* *over 75%*

10. At the five-year follow up, what percentage of students with disabilities (who have completed your program) are in training-related employment?
    25% or less *25% to 50%* *50% to 75%* *over 75%*

11. At the five-year follow up, what percentage of students with disabilities (who have completed your program) are employed in their original job placement?
    25% or less *25% to 50%* *50% to 75%* *over 75%*

12. At the five-year follow up, what percentage of students with disabilities (who have completed your program) have engaged in additional training?
    25% or less *25% to 50%* *50% to 75%* *over 75%*

Sample Needs Assessment: Special Education Teachers

1. What is your classroom type?
   ___ resource ___ self-contained ___ class-within-a-class
   ___ cross-categorical ___ itinerant ___ *other* _____

2. What level do you teach?
   elementary *middle/junior high* *secondary*

3. What is the approximate number of students on your caseload?
   5-10 *11-15* *15-20* *21-25* *other* _____

4. How many of your current IEP's contain transition goals and objectives?
   0 *1-5* *5-10* *11-15* *15-20* *21 or more*

5. Do you understand the term "transition"? *yes* *no*

6. Which of the following transition areas are usually addressed on your IEP's?
   ___ *career planning options*
   ___ *employment options*
   ___ *advocacy/legal services*
   ___ *transportation*
   ___ *self-advocacy*
   ___ *insurance*
   ___ *living arrangements*
   ___ *financial assistance/income support*
   ___ *community participation*
   ___ *postsecondary training*
   ___ *leisure/recreation*
   ___ *socialization/friends*
   ___ *personal management*
   ___ *medical*
   ___ *all*

7. Which of the fourteen transition areas are difficult to write goals/objectives for and/or to implement?
   ___ *career planning options*
   ___ *employment options*
   ___ *advocacy/legal services*
   ___ *transportation*
   ___ *self-advocacy*
   ___ *insurance*
   ___ *living arrangements*
   ___ *financial assistance/income support*
   ___ *community participation*
   ___ *postsecondary training*
   ___ *leisure/recreation*
   ___ *socialization/friends*
   ___ *personal management*
   ___ *medical*

8. Does your program use a functional/relevant curriculum? *yes* *no*
   If yes, please give an example.

9. Do you take your students out in the community to implement some of their goals and objectives? *yes* *no*

If no, would you provide community based experiences if funds permitted? *yes* *no*

10. How many transition goals and objectives are implemented by each of the following:

a. parents	*0*	*1-5*	*6-10*	*11 or more*
b. students	*0*	*1-5*	*6-10*	*11 or more*
c. employers	*0*	*1-5*	*6-10*	*11 or more*
d. agency personnel	*0*	*1-5*	*6-10*	*11 or more*
e. yourself	*0*	*1-5*	*6-10*	*11 or more*
f. other school personnel	*0*	*1-5*	*6-10*	*11 or more*

Sample Needs Assessment: Agency Personnel

1. What agency do you work for?
   ___ *DMH* ___ *DVR* ___ *SSA* ___ *PIC* ___ *JTPA* ___ *DYS*
   ___ *DFS* ___ *S.B.40* ___ *CASSP* ___ *Other*_____

2. Do you attend IEP conferences within our school district? *yes* *no*

3. How many IEP conferences do you attend each year?
   0 *1-5* *5-10* *10-15* *15 or more*

4. Are you given enough advance notice of IEP conferences to plan them into your schedule? *yes* *no*

   If no, how much prior notice would you want?
   ___ *1 week* ___ *2 weeks* ___ *3 weeks* ___ *1 month* ___ *more than 1 month*
   ___ *other*_____

5. Has our school district personnel explained transition planning to you? *yes* *no*

6. Does our school district personnel facilitate the IEP conference so that you are actively involved? *yes* *no*

7. Do you collaborate with other agencies to provide services to our students?
   yes *no*

8. Do most of the students referred to your agency qualify for services? *yes* *no*

9. Please circle all areas of transition listed below in which your agency provides services:

career planning	*employment options*	*postsecondary training*
community participation	*transportation*	*advocacy/legal services*
personal management	*self-advocacy*	*insurance*
financial assistance/ income support	*living arrangements*	*socialization/friends*
	medical	*leisure/recreation*

Sample Needs Assessment: Postsecondary Education Personnel

1. Type of institution:
   ___ *four-year college/university*
   ___ *community college*
   ___ *technical/trade school*
   ___ *other*_____
   ___ *private*
   or
   ___ *public*

2. Does your institution operate a program to assist students with disabilities in continuing their education? *yes* *no*

3. If yes, what types of service does your institution provide?
   ___ *tutoring*
   ___ *taped test*
   ___ *interpreters*
   ___ *oral testing*
   ___ *assistive devices*
   ___ *enlarge text*
   ___ *other*_____

4. What essential skills are students with disabilities lacking when they enter the postsecondary level?

5. What types of linkages occur for students with disabilities from the secondary level to the postsecondary level?

6. How do students with disabilities identify themselves on your campus?
   ___ *application*
   ___ *early warning system*
   ___ *request services*
   ___ *other*_____

7. Does your institution promote a positive image of students with disabilities?
   yes *no*

8. Approximately what percentage of students with disabilities will complete their educational program this year?
   25% or less *25% to 50%* *50% to 75%* *over 75%*

9. Last year approximately what percentage of students with disabilities dropped out of their educational program?
   25% or less *25% to 50%* *50% to 75%* *over 75%*

POSSIBLE TRANSITION TASK FORCE COMMITTEE REPRESENTATIVES

Division of Vocational Rehabilitation Services (DVR)

Job Training Partnership Act (JTPA)

Division of Employment Security (Job Service)

Division of Family Services (DFS)

Rehabilitation Services for the Blind (RSB)

Residential Service Providers

Rehabilitation Facilities (sheltered workshop programs, work activity centers, supported employment)

Department of Mental Health (DMH)
- Division of Mental Retardation/Developmental Disabilities
- Division of Comprehensive Psychiatric Services
- Division of Alcohol and Drug Abuse

Senate Bill 40 Board (S.B.40)

Parents

Students/Former Students

Parks and Recreation

Area Community College

Center for Independent Living

University Personnel

Business and Industry Personnel

County Extension

Teachers

Administrators

Adapted from: Miller, R.J., LaFollette, M. & Green, K. (undated). *Perceptions in implementing transition planning*. Des Moines, IA: Department of Education, Bureau of Special Education.

SAMPLE LETTER OF INVITATION
TO PARTICIPATE IN TRANSITION TASK FORCE

Dear _____,

As you know, recent Federal legislation has mandated transitions services be provided to students with disabilities. School personnel alone cannot provide all the services necessary for students to enter adult roles. In order to provide quality transition services school district personnel need the assistance of agency personnel, parents, students and community members. It is with these needs in mind that I am asking you to be involved in the Anywhere School District Transition Task Force.

The Anywhere School District Transition Task Force will meet regularly to assess the needs for the Transition Program, plan and implement changes, and evaluate those changes. By exchanging information, sharing resources and collaborating our efforts the Task Force will improve the training, service coordination and outcomes for students with disabilities who graduate from Anywhere High School.

*The involvement of the (agency name) is crucial to the success of Anywhere School District's Transition Program. Many students will be referred to your agency for the provision of time-limited services.

You are cordially invited to attend our first meeting on _date_ at _time, location, directions_. At the first meeting we will review our mission and establish other meeting times for the year.

In order that arrangements can be made for this meeting, please RSVP by _date_ to _person, address, phone_. Please call me if you have any further questions. I look forward to seeing you at the Task Force meeting.

Sincerely,

**This paragraph will change depending upon the agency or person being invited. Personalize the paragraph by stating how the agency/person is involved in transition services.*

DISTRICT COMMITMENT

NORTH ST. FRANCOIS COUNTY R-I SCHOOL DISTRICT
PROJECT STEP: SCHOOL TO EMPLOYMENT PROGRAM

The North County R-I Schools believe that schools are established for the benefit of children. All decisions will be made with the first question in mind being, "What is best for the student or students?"

We believe education is best achieved when students become involved in experiences meaningful to their lives in today's world.

CRITICAL THINKING: We believe that education should develop habits, attitudes, understanding and skills that are necessary for a productive and satisfying life in our changing complex society.

CITIZENSHIP: Each child should be helped to understand the duties and privileges of being a responsible citizen: citizenship, as it relates to him or her as an individual and to the world community; citizenship, as it relates to him or her as an individual and to the local community. We do gladly accept the opportunity, within the bounds of this school system, to help all students experience the directed growth toward becoming a happy and useful member of this society.

As stated in the January-February, 1988 edition of "The Exceptional Parent" (p. 29): "We know from recent research that it costs less in the long run to provide appropriate transitional and supported employment services than to continue to maintain people in community programs which do not have an employment outcome.

"Only through appropriate transition services can individuals with disabilities have the opportunity to develop the skills necessary to be competitive in the workplace."

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GOALS AND OBJECTIVES

NORTH ST. FRANCOIS COUNTY R-I SCHOOL DISTRICT
PROJECT STEP: SCHOOL TO EMPLOYMENT PROGRAM

A. THE PROGRAM:

1. All children with mental retardation leaving North county Schools should expect to engage in paid work.
2. The program's aim is to refocus the present curriculum and supplement activities and strategies through a sequential district-wide program.
3. A goal of the program is to better prepare students for entry into the world of work as independent and productive citizens.
4. The program will involve the student's family and community in career education planning.
5. The program's goal is to develop and implement a transition model from school to work.
6. The program will maintain records, assessment data and records referring to individual programming.
7. Employment data on students that have completed any phase of the program should be available for program evaluation.
8. A transition curriculum involving all phases of the process, kindergarten through graduation/employment, should be developed and implemented.

B. THE SCHOOL:

1. Transition services should begin in kindergarten and continue through graduation/employment.
2. Transition services must be a cooperative and closely coordinated activity. State and local government, as well as the private sector, working in partnership to provide experience, opportunity and employment for students with disabilities.
3. Periodic assessments such as tests and inventories should be given. Checklists should be developed for use throughout the program so that a student at any point can be determined as meeting criteria and objectives for participation in the program.

C. THE HOME:

1. Parents and students need to be active in the IEP development.
2. Parents and students need to plan ahead for future programming.
3. Parents and students need to be aware of the TRANSITION process throughout their involvement in the program.

D. THE COMMUNITY AND EMPLOYER:

1. Community and employers need to be aware of the TRANSITION process and have an awareness of the roles necessary to implement a transition program.
2. The public and employers need to accept individuals with handicapping conditions and realize each student's potential.
3. The school will initiate a job development program as a cooperative process between all agencies, companies, educators and students involved in the program.

E. THE EDUCATORS:

1. Long-range goals and objectives included in the curriculum must be implemented and modified to meet the individual needs and adjusted throughout the program. A yearly review each April or May is mandatory.
2. Transition goals must be included on each student's IEP throughout each student's program in special education.
3. Appropriate VOCATIONAL objectives must be developed and included in each IEP throughout each student's program in special education.
4. Communication during each level of programming must be maintained between educators and all other resource personnel (e.g. state and local agencies of the government, employers, educators, parents and students).
5. A knowledge of the options within the community for the student's employment is a necessary at whatever step in the process the educator is implementing the curriculum, system wide.

F. ADMINISTRATORS, L.E.A.'S AND ON-SITE COORDINATOR

1. Coordinate services and agencies.
2. Provide extension services to employers and community.
3. Assure communication between all facets of the program are frequent through the development of a communications network among participants and implementors.
4. Aid in the dissemination and implementation of the program in all phases of its development and operation.
5. Insure that evaluation of the components of the TRANSITION program processes are identified, evaluated and implemented.

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SAMPLE GOALS AND EVALUATION METHODS

NORTH ST. FRANCOIS COUNTY R-I SCHOOL DISTRICT
PROJECT STEP: SCHOOL TO EMPLOYMENT PROGRAM

In-Service

Below is a description of each planned activity and who will be involved:

Activity #1

Participants:	Entire faculty of North County School District
Presenters:	Staff-Missouri LINC Ed Garrigan, Director of Special Education North County R-I School District Pat Burch, Community Site Coordinator
Topics/ Activities:	General Presentation Regarding Transition District's Development of the Discretionary Grant Description of Proposed Program and Activities
Time:	One to One and a Half Hours
Date:	Spring, 1988

Activity #2

Participants:	School Board
Presenters:	Staff-Missouri LINC Ed Garrigan, Director of Special Education North County R-I School District Pat Burch, Community Site Coordinator
Topic/ Activities:	General Presentation Regarding Transition District's Development of the Discretionary Grant Description of Proposed Program and Activities
Time:	Thirty Minutes
Date:	Spring, 1988

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GUIDELINES FOR A TRANSITION TASK FORCE

To facilitate action by the Transition Task Force organized meetings are a must. The meetings should be formally structured, have the leadership well defined, and include an agenda and a method to document the meeting proceedings. To ensure that the Transition Task Force runs smoothly and accomplishes the goals outlined by the members, a structure and process for conducting the Task Force is needed.

STRUCTURE

MEMBERSHIP: Membership should be reviewed annually to determine if new members should be invited to join as the goals and objectives of the Task Force evolve. A list of all members and their names and addresses should be maintained and available to the members of the Task Force.

CHAIRS: It is recommended that two chairpersons be elected to conduct the meetings, with one chair being a community member, parent, or former student. The chairs should serve that office for one or two years to allow rotation of the leadership. A secretary or note taker should take the minutes and distribute them to all the members after every meeting.

MEETING LOCATION: Rotating the site of the meetings will give members an opportunity to become familiar with the host agency or business. Rotating the location will give the members ownership and accountability to the group. Having the meetings in locations other than the school show the Task Force as truly involved in the community.

AGENDA AND MINUTES: A short agenda should be prepared and distributed before the meeting. Minutes should be sent to the members right after the meeting so they can read them before the next meeting.

MEETING DATE: The Task Force should decide how often they should meet. Bi-monthly meetings are usually manageable with people's schedules. A schedule of dates and locations can be developed at the beginning of each year.

COMMITTEES: Most Task Forces find it useful to assign all members to a subcommittee with specific goals and tasks to be achieved. Notes about the activities of the subcommittees should be maintained by the committee chairs.

NAME OF THE GROUP: The Task Force should decide on a name for itself to help foster unity and a group spirit.

FORMAL VS. INFORMAL STATUS: The members of the Task Force may not be the top official in an agency but should have the "blessing" of the agency or representative group. This support will allow members the flexibility to attend meetings and to make decisions within the Task Force.

LETTERHEAD: The Task Force may find it helpful to have stationary to generate visibility and autonomy. The political consequences of having letterhead will need to be weighed.

PROCESS

PARTICIPATORY DEMOCRACY: To give all members a chance to equal participation, the Roberts Rules of Order may be followed, even in a loose way, to set the guidelines for discussion and voting procedures.

PHILOSOPHY STATEMENT: A common set of values should be developed, put in writing, kept as a reference, reviewed and evaluated.

GOAL SETTING: The Task Force should have a few clearly stated goals from which specific activities are generated. Goals should guide the efforts of the group and be reviewed to develop a feeling of accomplishment from meeting to meeting.

ACTION PLANS: An action plan outlines the timelines and persons responsible for specific activities. All members should have task assignments to help develop a sense of ownership and commitment to the Task Force goals.

GOAL REVIEW AND EVALUATION: The goals and action plan should be reviewed on a regular basis to critically analyze the feasibility of the timelines, complexity of the goals and to address any other obstacles of the Task Force.

CASE STUDY FOCUS: It is useful for the Transition Task Force to use a case study method of addressing transition issues and the outcomes for students. This method helps keep the group student-centered and focused on the lives of students with disabilities.

YEAR-END ACKNOWLEDGEMENTS: At the end of the year, time should be set aside to applaud individual and group accomplishments on the goals and activities of the Task Force.

Adapted From: Everson, J.M. (1990-91, Winter-Spring). Guidelines for interagency teams. *Helen Keller National Center Technical Assistance Center Newsletter*, p. 5.

Section Three

ASSESSMENT OF TRANSITION NEEDS

Overview

General characteristics of persons with disabilities provide little information regarding needed services. Bartle and Guskin (1980) and Salvia and Seibel (1983) reported the labels of exceptionality provide little instruction-related information. Descriptions of student characteristics support eligibility categories for funding purposes, but do little to provide useful information regarding the specific services an individual student needs to become prepared for life. Individual transition planning provides an opportunity to assess the student's needs and plan a program that will enable the student to fully participate in adult life.

Who is responsible for assessing the transition needs of students?

Multidisciplinary teams are the traditional approach to assessment of students in special education. These teams are also responsible for transition assessment, but must expand to include others. Parents and students must be integral members of this assessment team, as well as adult agency personnel. Below are some possible team members and their roles:

Parents: can provide their assessment of their child's skills as they see them outside of the school environment; provide their "dream" of the future for their child.

Students: can provide information on her/his "dream" for himself/herself; determine strengths and weaknesses; express desire for certain program components (i.e., vocational training).

Adult Agencies: vocational rehabilitation counselors can provide a realistic assessment of the job market and the skills necessary for employment; social workers can provide information on community/regional agencies and the services they provide; caseworkers from Family Services, Social Security, and Mental Health can provide information on services, eligibility, and application for services.

Employers: can provide information on a student's work habits and skill levels (if the student is working); or can provide information for a student and family on the skills needed for certain kinds of work.

Postsecondary Personnel: can provide information on postsecondary survival skills, the application process and support services offered by the institution.

Community Persons: can provide information on available services, transportation needs, economic development needs, housing, recreation and leisure activities.

All of these team members can and should be involved in planning and implementing the Individualized Education Program. Students and parents can be responsible for implementing some of the goals and objectives. Agencies can begin planning for the student's entry into their system. Employers can offer job sites for training or placement and become more integrally involved in the student's learning.

With the coordination of all the team members, transition needs of the student can be explored and new services developed before a student needs the service. The underlying philosophy of transition planning is that services will be created based on students' needs rather than fitting students into traditional existing programs.

What are some methods used to assess transition needs?

Informal Assessment

Assessment of needs can take many forms. When assessing transition needs, the focus of the assessment should be the skills the student needs for both present and future environments. This means assessing not only academic related skills, but also motor skills, personal-social skills, communication skills, self-advocacy skills, and vocational skills, such as career knowledge and specific occupational skills (Mercer, no date).

Informal assessment is often utilized to help determine the transition needs of students. Because transition planning is long-range planning and no one has a crystal ball which perfectly predicts the future, informal assessment may be the best method to use on an ongoing basis. Informal assessment includes:

Interviews:	parents, students, adult agencies, employers, teachers, counselors, doctors, friends, neighbors, etc.
Questionnaires:	parents, students, adult agencies, employers, teachers, counselors, doctors, friends, neighbors, etc.
Observations:	in schools, in community environments, at home, at work. These observations can be made by teachers, parents, employers, friends, etc.
Teacher-made assessments/checklists:	in classes, at home, at work, in community environments.

The adult outcomes for transition planning should guide the development and use of informal assessment measures. These areas are:

Career Planning Options	Transportation
Employment Options	Self-Advocacy
Postsecondary Training	Socialization/Friends
Financial Assistance/Income Support	Personal Management
Community Participation	Living Arrangements
Advocacy/Legal Services	Medical
Leisure/Recreation	Insurance

Teachers can use these areas to guide conversations with parents and students in order to determine future goals and needs. Checklists and questionnaires can be developed for each of the assessment team players and these can be completed prior to an IEP meeting. Ideally, parent questionnaires should be used in person but mailing them with a cover letter explaining the purpose may also be appropriate. The questions should be limited to only those which may be useful for indicating areas for improved functioning

within the home or community environments. (An example can be found in the Resources of this section.) Falvey (1989) suggests that assessments include student likes and dislikes, description of behavior at home, how behavior is managed at home by the parent(s), self-help skills the child can and cannot do (such as toileting, mobility, and eating), relationships with siblings and the child's preferred ways of learning (such as verbally, through pictures or reading, etc.). Examples of assessment checklists include the *Transition Behavior Scales* (McCarney, 1989) and the Missouri LINC informal assessment checklists found in the Resources of this Section. LINC developed these checklists as a **sample** of skills to be assessed in each of the 14 transition areas for elementary students, middle school/junior high students and high school students. Further skills could be added in each area of the checklists depending on the needs of the students. The checklists could be completed by teachers, parents and students. Any discrepancies found among the areas could be discussed during the IEP meeting. Any skill areas not mastered by the student would be considered for inclusion in the IEP, if the skill areas relate to skills needed by the student to attain his/her future goals.

When a comprehensive vocational evaluation is not available, the special educator may need to establish areas of the classroom in which a vocational assessment might take place. A classroom activity in saleswork is one means of relating core subject areas (math) to career exploration as well as transition experiences. To assess each of these areas, an activity area can be arranged to give students opportunities to explore occupations related to a specific content area. The teacher can then assess the student's interest and ability for employment in this occupation.

Missouri LINC (Boyer-Stephens & Wallace, 1988) has developed an informal vocational assessment procedure that special education teachers or counselors could utilize with students to determine their vocational interests and aptitudes. This manual, *Access Skills: Generic Informal Assessment Instruments*, can be purchased from:

Instructional Materials Laboratory (IML)
2316 Industrial Drive
Columbia, MO 65202
(314) 882-2883

Curriculum-Based Assessment

Transition planning begins in elementary school and extends into adulthood. Self-awareness activities as found in many of the Life Centered Career Education (LCCE) competencies are important in the elementary years (Brolin & Schatzman, 1989). This curriculum model lends itself well to curriculum-based assessment procedures which provide ongoing data for establishing transition plans for students.

Curriculum-based assessment may take place through activities at each grade level. Using career development as an example, different phases can be taught and measured at different grade levels. Phases of career and vocational development include awareness, orientation, exploration, preparation and placement. Awareness is the beginning level with each phase building one on the other until the student is ready to seek placement on a job best suited to his interests and abilities.

Awareness activities are introduced in the elementary school years and are usually incorporated into regular classroom presentations by teachers, counselors and guest speakers from the community. To assess if awareness skills are being taught, teachers can ask themselves the following questions:

- Can students name five occupations?
- Can students state their interests in certain kinds of work?
- Do students demonstrate punctuality, ability to work independently?
- Do students get along well with others?
- Can students realistically assess their strengths and weaknesses?
- Can students relate academics to future needs as workers?

Greenan (1989) indicates orientation activities begin in the junior high/middle school grades and can be incorporated into lesson plans of each subject matter. Orientation to career education is being achieved if teachers can answer "yes" to the following:

- Do activities build further on students' career interests?
- Do activities help students try out different occupations through hands-on experiences?
- Do activities help students become familiar with work environments?
- Have students mastered the basics of academic work required for jobs?

Career exploration and preparation can be assessed by asking:

- Do students get hands-on exploratory experiences directly related to work world demands?
- Are students gaining more independence in career choice planning?
- Are students developing more interests and behaviors for work?
- Does classroom work relate academic skills to demands of occupations and careers?
- Do students know what resources they can use on their own to gain occupational information?
- Do activities help students confirm interests, seek more occupational information as needed, and build on self-esteem?

The final phase of assessment includes placement. Placement occurs after the above skills have been acquired and usually occurs in the latter part of the secondary program or the beginning of postsecondary training. Placement generally means acquiring a job. Additional training or education (including college) may be a part of this step.

When assessing the final stage of career development, teachers can ask:

- Has the student acquired a job?
- Is the student enrolled in additional training or education?
- Is follow-up information available on students?
- Is the student receiving appropriate ongoing services?

Both the Comprehensive Guidance Program (Starr and Gysbers, 1989) and the LCCE curricula (Brolin, 1989) have competency lists for student mastery. Both curricula span grades K-12, thus providing an ongoing system to follow student progress. Using curriculum-based assessment methods, a teacher or counselor can assess the competencies of the student and design educational activities to support student mastery.

For example, in the domain of Occupational Guidance and Preparation, from the LCCE Curriculum, competency 19 requires a student to exhibit appropriate work habits and behavior. A subcompetency in this area is to follow directions and observe regulations. A student's ability to master this subcompetency is easily observable from elementary school to graduation. A checklist could be devised by the teacher with statements indicative of mastery:

• follows one-step verbal instructions.	yes	no	partial	date _____
• follows two-step verbal instructions.	yes	no	partial	date _____
• follows three-step verbal instructions.	yes	no	partial	date _____
• follows verbal instructions of ___ steps.	yes	no	partial	date _____
• follows one-step written instructions.	yes	no	partial	date _____
• follows two-step written instructions.	yes	no	partial	date _____
• follows three-step written instructions.	yes	no	partial	date _____
• follows written instructions of ___ steps.	yes	no	partial	date _____
• can state classroom rules.	yes	no	partial	date _____
• follows classroom rules consistently.	yes	no	partial	date _____

As a teacher completes the checklist, deficits in this subcompetency become clear and instruction can occur. Both the LCCE and the Comprehensive Guidance Program have activities developed for instruction, but sometimes teachers must individualize activities for particular students. In any event, this kind of curriculum-based assessment can identify appropriate IEP goals and produce an ongoing monitoring system for skills necessary to transition into adult roles.

Ecological Assessment

Ecological inventories are helpful to determine the needs of students within the community. By observing the environmental demands of various settings, information will be obtained concerning skills that the student can successfully perform, as well as those that still require additional practice. Ecological assessments look at the student's total environment to help school and home get a better idea of the student's strengths and weaknesses rather than just relying on what is being observed in classrooms (Heron & Heward, 1988). An ecological assessment results in data superior to that obtained through most other sources. Information is gathered on variables including:

- physiological factors such as health, allergies and medications
- physical aspects such as spatial density in the environment, seating/working arrangements, lighting and noise
- student to student interactions/worker to worker interactions
- student interactions with community members
- teacher and student interactions; student and employer interactions
- home environment
- reinforcement history
- behavior in work or other settings
- self-help skills, etc.

Once the ecological inventory is completed, the inventory of deficit skills for that student may be addressed. Examples are included in the Resources for this section.

Formal Assessment

Most special educators are quite familiar with psycho-educational assessment. This type of assessment includes cognitive evaluation to determine overall intelligence, visual perception, and processes needed to interpret information. Psycho-educational assessment should also net information about the student's communication skills and achievement. Expressive and receptive language skills must be assessed and the data utilized to determine skills needed for all aspects of the transition process including social, employment, leisure/recreation, independent living, personal management, self-advocacy, transportation, and so forth. The student's level of functioning will determine the types of assessment used.

Vocational assessment will provide information regarding the students interests, learning styles, career goals, aptitudes, and work history. Formal vocational evaluations may be necessary to obtain adequate information to prepare students for success in career areas. This assessment utilizes standardized interest and aptitude tests, as well as assessing learning styles. Standardized work samples are also a part of a formal vocational assessment.

Formal vocational assessment services are not available at all schools. Generally, this kind of service can be located by calling the Missouri Department of Elementary and Secondary Education, Division of Vocational and Adult Education, Section of Vocational Special Needs and Guidance. Vocational Rehabilitation counselors can also provide locations of adult vocational assessment services.

A history of fragmented evaluations is frequently found in the files of students with disabilities (Trapani, 1990). One of the most significant criticisms of most formal testing programs is the inadequacy of the results to be readily translated into useful information for planning lessons (Phelps & Lutz, 1977). However, if we begin to use the results from formal testing for long-range planning and relate results to the adult outcome areas, these results should become more useful for planning educational goals. The fragmentation seen in evaluations should disappear as we begin to look at a student more holistically and monitor progress toward a successful transition.

District-Wide Assessment of Transition Needs

Although the previous focus has been on assessing the transition needs of individual students, districts should also develop a process to determine aggregate needs of students. Analyzing information such as K-12 student demographics can help the district and Transition Task Force identify future service needs and give them time to develop the services in their community or region. For example, if it is known that there are several students in sixth grade who will need supported employment, the Task Force can begin to find resources so the service is available by the time the students are ready to go to work. Likewise, if it is known that several students with learning disabilities, who are currently in the ninth grade, want to go to college, then the Task Force can begin to develop transition procedures with postsecondary educators to insure the students make a smooth transition into college. Several forms are provided in the Resource Section to help districts identify these long-range needs.

SUMMARY

Assessing the transition needs of students with disabilities involves all the players in the transition program. Informal assessments can be developed for parents, teachers, students (self-assessment checklists), employers, agencies, etc. Informal curriculum-based assessment and ecological assessments

lend themselves well to data gathering in a variety of settings related to the adult outcome areas. Formal assessments, too, can be more productive when interpreted in the light of long-range, adult outcomes for students. Appropriate assessment is the key to planning and providing optimal transition programs that can prepare the individual for successful independence as an adult.

RESOURCES FOR SECTION THREE

Informal Interview Questionnaires

Sample Transition Assessment Checklists

Sample Ecological Assessments

District-Wide Assessment of Transition Needs

Parent Input for Transition Planning

So that we may be able to develop a working transition plan, please answer the following questions which will give us valuable information for developing a post-school program.

1. Will your child be able to enter the adult world without special support beyond the family?

2. Do you know what services are available for your child once he/she reaches graduation?

3. Do you have short-term and long-term arrangements for financial support for your child?

4. Will your child have insurance?

5. What kind of work do you see your child doing? What does you child want to do?

6. What living arrangements will you expect or like your child to have?

7. Does your child have adequate self-help skills if left unattended?

8. Does your child have favorite leisure activities? If so, what are the activities your child enjoys?

9. What kind of transportation will your child need after graduation?

10. Does your child require special medical attention?

(Midwest Regional Resource Center, 1982)

Parent/Guardian Transition Questionnaire
A Guide for Transition Planning

1. Have educational or other personnel talked with you about the postschool future of your son/daughter?

2. What do you want for your son/daughter during the next year, in 5 years, 10 years?

   Leisure/Recreation:

   Vocational:

   Community:

   Domestic:

3. What most concerns you about the future of your son/daughter?

4. When your son/daughter made a transition in the past (e.g. from one school to another), what were the problems encountered, if any?

5. Are you presently in contact with any agencies that will or may be involved with your son/daughter after graduation?

6. Are you aware of any community agencies that will or might be involved with your son/daughter? Do you plan on making or maintaining contact with them?

7. What do you anticipate to be your level of involvement with your son/daughter upon graduation from high school? Is this acceptable to you?

8. With whom and where would you like your son/daughter to live? Specify the nature of the living situation (e.g. apartment, house, etc.).

9. Where would you like your son/daughter to work? Specify the nature of the work.

10. What recreation/leisure facilities has your son/daughter utilized? Which ones would you like him/her to use upon graduation from high school?

Source: Midwest Regional Resource Center (1982). *Child-parent-educator: The link to success*. Des Moines, IA: Drake University.

Job Awareness Interview Questionnaire

Student Name_____

Date_____Age___Grade_____

1. If you had a job, what would your boss expect of you? What kinds of things would he want you to do?

_____

2. If you are working for a company, what rights to you have as an employee?

_____

3. If you are working for a company, what are your responsibilities to your boss?

_____

4. If you are working with other people, how should you treat them on the job? How would you try to get along with them?

_____

5. If you had your choice of doing any three jobs in the world, which three jobs would you choose?

_____

6. Explain a few things you would do on one of the jobs you named.

_____

7. What do you need to know to be able to do the job you chose?

_____

8. How would you get the training needed to do this job?

_____

9. What are the working conditions on this job?

_____

10. Explain what kinds of other work would be helpful in preparing you for this job.

_____

11. If you get this job, could it lead to a higher paying or more advanced job?

_____

(Maxam, 1985)

Job Awareness Summary Sheet

Student Name_____

Date_____ Staff Member_____

A. Questions to be answered:

1. What is the student's level of understanding of common employer expectations, and employee rights and responsibilities?

_____

2. How accurate is the student's perception of the duties and activities involved in specific jobs?

_____

3. Is the student aware of training requirements for various jobs?

_____

4. What are the academic skills and requirements for job/careers in which the student expressed interest?

_____

5. What is the student's current level of academic skills?

_____

B. Strategies for developing additional job-related knowledge:

Structured career exploration:_____

Extracurricular activities:_____

Work experience:_____

Vocational evaluation:_____

Courses:_____

Other:_____

*C. Occupational Cluster(s) suggested (if any):*_____

_____

_____

(Maxam, 1985)

Needs Interview Questionnaire

Student Name_____

Date_____Age___Grade_____

1. Do you plan to continue your education or training beyond high school? _____

   Please explain:_____

2. Would you consider moving away from home to get the training or education you need?

   _____

3. After you finish high school or training, what kind of a job could you get where you presently live?

   _____

4. How far would you be willing to move away from home to find work?

   _____

5. What would be the ideal work setting for you? Would you prefer to work in the country, city, in an office, outside, etc.?

   _____

6. Do you have any physical limitations or problems that should be considered in choosing a career/job?

   _____

7. What kind of work would you like to be doing five years from now?

   _____

8. What kind of people do you like to work with?_____

9. What kinds of clothes would you like to wear to work?_____

10. How will you get to work?_____

11. How far would/could you travel to work each day?_____

12. On the job, do you like to work in one place, or do you prefer to move around?

    _____

13. Are there things about a job that are particularly important to you?

    _____

14. Are there any special holidays during which you cannot work?_____

(Mason, 1985)

Needs Summary Sheet

Student Name_____

Date_____ Staff Member_____

A. ***Questions to answered:***

1. What are the student's concerns about employment? (e.g., location, pay, advancement)

   Immediate:_____

   Long-term:_____

2. What, if any, postsecondary training are the student and parents considering?

   _____

3. How far is the student willing to travel for work/training?_____

4. Unique cultural variables to consider:_____

5. Special needs or job modifications necessary:_____

   _____

B. ***Strategies for more in-depth needs assessment:***

Parent/teacher consultation:_____

Vocational evaluation:_____

Community agency:_____

Other:_____

C. ***Occupational Cluster(s) suggested (if any):***_____

_____

_____

(Maxam, 1985)

Work Habit Assessment Questionnaire

Student Name_____ Rater Name_____ Date_____

On the basis of your knowledge of the student, assess him/her on the following rating scale, placing a check in the appropriate box.

X	*X Applies*	*Inclined to X*	*Inter-mediate*	*Inclined to Y*	*Y Applies*	*Y*
1. Student is quite comfortable and not anxious with supervision						Student is basically uncomfortable and anxious with supervision
2. Student usually follows through on instructions and applies them to work						Student usually fails to follow through on instruction
3. Student's work is done correctly and carefully						Student's work is not done correctly and carefully
4. Student recognizes work as different from school, home or recreation						Student does not recognize work as different from school, home or recreation
5. Student's productivity is consistently high						Student's productivity is consistently low
6. Student spends time appropriately with co-workers						Student does not spend time appropriately with co-workers
7. Student works well with others on joint tasks						Student has trouble working with others on joint tasks
8. Student is appropriate in his relations with supervisors						Student is not appropriate in his personal relations with supervisors
9. Student accepts unpleasant tasks when assigned						Student strongly objects to unpleasant tasks
10. Student is open and clear in communicating with foreman						Student's communications with foreman are unclear
11. Student's work organization is good						Student's work organization is poor
12. Student is neat, alert and involved						Student is sloppy, sluggish and uninvolved

Adapted from: Esser, T. J. (Ed.), 1975

(Maxam, 1985)
(dd13:26.chp:hb)

Work Habit Summary Sheet

Student Name_____

Date_____ Staff Member_____

A. ***Questions to be answered:***

1. What behavioral characteristics does the student demonstrate that will be assets relative to his/her vocational interests?

_____

_____

2. What behavioral deficits, relative to his/her interests does the student exhibit?

_____

_____

3. Specific behavioral objectives:_____

_____

_____

B. ***Strategies for achieving objectives:***

1. Counseling:_____

_____

2. Work adjustment:_____

_____

3. Other:_____

_____

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(Maxam, 1983)

Interest Interview Questionnaire

Student Name_____

Date_____ Age ____ Grade _____

1. What does your Father do in his job?_____

   Mother?_____ Brothers/Sisters? _____

2. Do have any hobbies?_____

3. What is your favorite hobby?_____

4. What kinds of jobs can you think of that are related to your favorite hobby?_____

5. What kinds of jobs/activities do you do around your home?_____

6. What do you like best about school?_____

7. What are your favorite subjects?_____

8. What courses would you like to try that you haven't taken yet?_____

9. What kinds of jobs are related to the school subjects you named above?_____

10. Explain the jobs that you have held in the past._____

11. Which was your favorite job?_____

12. What did you like most about your favorite job?_____

13. What did you like least about the same job?_____

14. What other kinds of jobs are related to the work you have done?_____

15. What other activities are important for you? Do you belong to any special clubs, church groups, or extracurricular activities?

    _____

16. What kinds of jobs are related to these activities?_____

17. Of all the jobs you have thought about doing, which job would you like to do most?_____

18. Which school courses might be helpful in preparing you for jobs you like most?_____

19. What kind of training is required for the job that you would like to do after finishing high school?

    _____

(Maxam, 1985)

Interest Summary Sheet

Student Name_____

Date_____ Staff Member_____

A. Questions to be answered:

1. Does the student express realistic, well-developed career goals? (check one)

   _____No _____Yes, student's goals are:_____

2. What are the student's vocational likes and dislikes?*

   Expressed:_____

   Manifested (observed):_____

3. What are the student's hobbies?_____

4. Work experience to date (paid or volunteer):

Position	Duration	Likes	Dislikes
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Strategies for further development of interests/goals:

Vocational classes:_____

Vocational evaluation:_____

Work experience program:_____

Other:_____

*C. Occupational Cluster(s) suggested:*_____

_____

_____

**In general, more credence should be placed on expressed and manifested interests than on tested interests.*

Skills and Abilities Profile

Student Name_____

Date_____ Staff Member_____

The following vocational/personal profile is to provide a concise summary of student's strengths and weaknesses. It can be used for prescriptive purposes to develop plans and programs for the student, based on the information obtained during the assessment.

Key

Assets Student's performance or behavior should contribute to the success of training and/or work experience (job placement).

Okay-No Change Student's performance or behaviors appears to be acceptable for most training or employment situations.

Change Needed Student's performance or behavior appears to be such that it would be minimally acceptable for some jobs, but not others. Maximum employability may not occur unless change is made.

Liabilities Student's performance or behavior appears to be unacceptable for most training and employment situations.

Not Applicable Student's performance is not a significant variable in training and/or employment success.

When considering a student for academics, training or employment, variables rated in the "change needed" and "liabilities" sections should be examined carefully in relation to the actual requirements of the situation.

Skill/Ability	*Assets*	*Okay-No Change*	*Change Needed*	*Liabilities*	*Not Applicable*	*Comments/ Recommendations*
1. Fine Finger Dexterity						
2. Gross Manual Dexterity						
3. Bi-manual Coordination						
4. Small Tool Usage						
5. Eye-Hand Coordination						
6. Size Discrimination						
7. Physical Endurance and Stamina						

	Assets	Okay-No Change	Change Needed	Liabilities	Not Applicable	Comments/ Recommendations
8. Upper Extremity Range of Motion						
9. Basic Control (sorting/filing)						
10. Color Discrimination						
11. Form Perception						
12. Space Perception						
13. Manual Assembly Skills						
14. Eye-Hand-Foot Coordination						
15. Money Handling						
16. Measurement						
17. Numerical Ability						
18. Lifting Strength						
19.						
20.						

Psychometric Assessment Results:

_____

_____

_____

Related Career Clusters and/or Specific Occupations:

_____

_____

_____

Note: This form provides an example of a method for summarizing data about a student in a usable fashion. In certain situations and/or environments language modifications and additions/deletions might be necessary.

Adapted from: Dean A. Petersen, Scottsdale Public Schools

(Maxam, 1985)
(dd13:23.chp:hb)

Work Environment Factors

Different jobs vary greatly in many ways. One thing that distinguishes jobs is the work environment. The environment of a computer operator will most assuredly be indoors with the room temperature comfortably regulated. A construction worker, however, likely works in many environments. Depending on the season, the construction worker must be able to adapt to a full range of temperatures. Also, operating power tools and heavy machinery, ana standing or walking on scaffolding make the construction worker's environment hazardous.

Understanding a student's tolerance and ability to function in various work environments greatly assists in planning his/her vocational future. Answers to the following questions will provide information that relates to your son/daughter's tolerance and abilities to work in various environments.

1. Does your son/daughter seem to enjoy tasks (work/play) outdoors? Indoors? What are some activities that your son/daughter does outdoors/indoors?

2. On a nice, warm day, how does your son/daughter react to doing a task indoors? Does he/she seem to want to be outside?

3. Does your son/daughter enjoy outdoor winter activities (sledding, building snowmen, snowball fights, etc.)? Is he/she able to tolerate the cold without experiencing discomfort?

4. Does your son/daughter perform any outside chores or activities in the summer (sports, mowing lawn, raking mowed grass)? Does your son/daughter seem to be able to tolerate the heat while performing the outside activities?

5. Does your son/daughter tolerate being in the rain? (If involved in an outside activity and it starts to rain, will he/she likely continue if possible, or will becoming wet bother him/her?)

6. Does your son/daughter seem to be able to tolerate humid weather/environments? Can he/she perform activities in such an environment?

7. Does your son/daughter tolerate loud noises? Does he/she enjoy listening to loud music (does he/she attend rock concerts)? Does he/she tolerate lawn mower engine noise?

8. Does your son/daughter have allergies that make some environments intolerable? If yes, please explain.

(Boyer-Stephens & Wallace, 1988)

Work Environment Student Questionnaire

*Student Name*_____

*Date*_____ *Age*_____ *Grade*_____

1. What do you like to do in your spare time? (Encourage student to be descriptive noting inside, outside or both and other work environment situations.)

2. Describe the way you spend a typical hot summer day. (If outside activities are involved, determine the *duration* of the outside activities. Ability to work: outside, in heat.)

3. Do you like to be outdoors? What are some of the things you like to do outdoors? (Ability to work outside; possibly heat and/or cold.)

4. Do you enjoy being outside on a cold day? Describe what you generally do on a cold, snowy winter day. (Ability to work outside and in cold. Determine the *duration* spent outside.)

5. Do you like sports/exercise? Describe some of the sports you enjoy. (Heat or if winter sports are involved, can obtain an idea of ability to tolerate variations in temperature.)

6. Have you ever played or worked in the rain? If yes, describe the activity(ies). Did it bother you to get wet? Why? Did you get sick? (Ability to work in wet/humid conditions.)

7. Do you like music? Do you like to play music loudly? Have you ever attended a rock concert? Did the loudness of the concert bother you? (Ability to work in extreme noise.)

8. Are you allergic to anything? If so, what? What does the allergy prevent you from doing? What situations will cause an allergic reaction? Does medication allow you to be around the allergin? (Ability to work around fumes, toxic conditions, dust. Ability to work in some outside conditions.)

9. Describe the chores you do at home? Do you do dishes? Do you mow the lawn? Do you use a push mower or a riding mower? (In describing chores, pay attention to environments that relate to any of the Access Skills--for instance dishes related to working in wet environment, mowing lawn relates to several: noise, outside, vibration and heat).

10. Do you have a job or did you have a job over summer break?
If yes, explore fully the student's work environment and job description:
was the student exposed to excessive noise (a garage)
temperature change (walking in and out of a freezer)
heat (outside or in a building that is not air conditioned)
dust (sweeping)
toxic conditions (working with varnish in a poorly ventilated area)
hazards (exposed to high voltage, machinery with movable parts, working in high places, etc.)
If the student was fired or had quit, explore the reasons. Determine if an intolerance to a condition in the environment was the cause.

(Boyer-Stephens & Wallace, 1988)

Description of the Eight Vocational Temperament Factors

Influencing

Adaptability to influencing people in their opinions, attitudes or judgements about ideas or things.

This factor is involved when the job requires the worker to motivate, convince or negotiate.

Job examples: sales representative; lobbyist; public relations representative; advertisement and marketing specialist.

Sensory/Judgmental

Adaptability to making generalizations, evaluations or decisions based on sensory or judgmental criteria.

This factor is involved when the job requires the worker to rely on one or more of the five physical senses; or relies on knowledge gained by experience to make evaluations.

Job examples: illustrator; electronics mechanic; machinist.

Deal with People

Adaptability to deal with people beyond giving and receiving instructions.

This factor is involved when the job requires the worker to relate to people in situations involving more than giving or receiving instructions.

Job examples: sales representative; florist; receptionist; nurse's aide; child day care center worker.

Repetition

Adaptability to perform repetitive work, or to continuously perform the same work, according to set procedures, sequence or pace.

This factor is involved when the job requires the worker to perform according to a routine, or set sequence, and there is an absence of diversion or room for independent judgement.

Job examples: bookkeeper; computer operator; sewing machine operator; kitchen helper; janitor; welding technician.

Measurable/Verifiable

Adaptability to making generalizations, judgements or decisions based on measurable or verifiable criteria.

This factor is involved when the job requires the worker to make evaluations on the basis of data.

Job examples: print shop helper; refrigeration mechanic; drafter; construction worker; automobile mechanic.

Stress

Adaptability to perform under stress when confronted with emergency, critical, unusual or dangerous situations; or in situations in which working speed and sustained attention make or break aspects of the job.

This factor is involved when the job requires the worker to be subject to danger or risk to a significant degree, or to stress as a regular, consistent part of the job.

Job examples: hospital orderly; physical therapy assistant and home attendant; highway patrol person; fire fighter.

Precision

Adaptability to situations requiring the precise attainment of set limits, tolerance or standards.

This factor is involved when the job requires the worker to be precise, thorough, exacting or meticulous in regard to material worked; or in activities such as numerical determination, record preparation or inspecting.

Job examples: payroll clerk; cook helper; auto body repairer; bricklayer helper; drafter; welding technician.

Variety/Change

Adaptability to perform a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.

This factor is involved when the job requires the worker to perform several duties that involve significant differences in technologies, techniques, procedures, environmental factors, physical demands or work situations.

Job examples: farm worker; home attendant; auto body repairer; auto service station attendant; housekeeper; diesel mechanic apprentice.

(Boyer-Stephens & Wallace, 1988)

Vocational Temperament Rating Scale

*Student Name*_____

*Date*_____ *Age*_____ *Grade*_____

Instructions: After reading the statement, place a check mark in the space that best describes how you feel about it.

		Most Like Me 4	3	2	*Least Like Me* 1
1.	I like to promote and explain my ideas to people.	___	___	___	___
2.	I like to use my knowledge gained through personal experience to make decisions.	___	___	___	___
3.	I like to help other people.	___	___	___	___
4.	I like jobs that stay the same over a long period of time.	___	___	___	___
5.	I like to make decisions based on facts rather than using my own intuition.	___	___	___	___
6.	I like to work where I have to finish by a certain time.	___	___	___	___
7.	I like work that must be performed carefully.	___	___	___	___
8.	I like job tasks that change often.	___	___	___	___
9.	I like to change what other people think about something.	___	___	___	___
10.	I like to judge the quality of an item/product by using one or all of my senses.	___	___	___	___
11.	I like to work with a group of people.	___	___	___	___
12.	I like tasks that are routine with little change.	___	___	___	___
13.	I would like job tasks that involved inspecting, examining and testing products according to measurable standards.	___	___	___	___
14.	I would like to work in emergency situations.	___	___	___	___
15.	I like to perform work that must be correct.	___	___	___	___
16.	I would like a job that involves performing a variety of duties, often changing from one task to another.	___	___	___	___
17.	I would like for my work to influence people's beliefs.	___	___	___	___

		Most Like Me 4	3	2	*Least Like Me* 1
18.	I would like a job where I could catch mistakes by looking things over.	____	____	____	____
19.	I like to meet and talk with people.	____	____	____	____
20.	I like doing things according to set procedures.	____	____	____	____
21.	I would like to work in a job that requires gathering accurate information.	____	____	____	____
22.	I like jobs where I have to work fast.	____	____	____	____
23.	I like my work to be thorough and detailed.	____	____	____	____
24.	I would like a job that allows me to move around, travel and do different tasks.	____	____	____	____
25.	I like to convince people of the importance of the values and opinions I believe in.	____	____	____	____
26.	I like to use my sense of touch to make decisions about the quality of items.	____	____	____	____
27.	I would like a job that involves assisting people with their needs.	____	____	____	____
28.	I like jobs that always require the same work everyday so I always know what I am expected to do.	____	____	____	____
29.	I like job duties that require precise measurements and observations.	____	____	____	____
30.	I like jobs that require risks and some danger.	____	____	____	____
31.	I would like to follow precise standards in work situations.	____	____	____	____
32.	I would like a job that involves constant change and flexibility.	____	____	____	____

(Boyer-Stephens & Wallace, 1988)

Vocational Temperament Rating Scale

Score Sheet

Influencing		*Sensory/Judgmental*		*Deal with People*	
1-	____	2-	____	3-	____
9-	____	10-	____	11-	____
17-	____	18-	____	19-	____
25-	____	26-	____	27-	____
Total	____x2=____	Total	____x2=____	Total	____x2=____

Repetition		*Measurable/Verifiable*		*Stress*	
4-	____	5-	____	6-	____
12-	____	13-	____	14-	____
20-	____	21-	____	22-	____
28-	____	29-	____	30-	____
Total	____x2=____	Total	____x2=____	Total	____x2=____

Precision		*Variety/Change*	
7-	____	8-	____
15-	____	16-	____
23-	____	24-	____
31-	____	32-	____
Total	____x2=____	Total	____x2=____

Score: 24 - 32 = Strong Indicator of Temperament
16 - 23 = Mild Indicator of Temperament
4 - 15 = Negligible

(Boyer-Stephens & Wallace, 1988)

Vocational Temperament Record Form

*Student Name*_____

*Date*_____ *Age*_____ *Grade*_____

Strong Indicators (24-31 pts.): _____

_____

_____

_____

_____

_____

Mild Indicators (16-23 pts.): _____

_____

_____

_____

_____

_____

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(Boyer-Stephens & Wallace, 1988)

Transition Planning Assessment

Elementary School

I. **Career Awareness/Employment Options**

Can the student

- explain parent(s) job(s)? . . . . . yes no
- name 10 types of jobs? . . . . . yes no
- explain his academic strengths and weaknesses . . . . . yes no

II. **Postsecondary Education (late elementary)**

Does the student

- express interest in postsecondary education? . . . . . yes no
- understand the need for postsecondary education for some jobs? . . . . . yes no
- understand the emphasis of academic skills for postsecondary education success? . . . . . yes no

III. **Financial Assistance/Income Support**

- Is the student receiving Social Security Income? . . . . . yes no
- Does the student earn an allowance? . . . . . yes no
- Does the student spend his/her allowance wisely? . . . . . yes no

IV. **Community Participation**

Does the student

- go to restaurants, movies, library? . . . . . yes no
- participate in sports activities? . . . . . yes no
- negotiate his neighborhood easily? . . . . . yes no
- participate in church youth groups? . . . . . yes no

V. **Advocacy/Legal Services**

- Will the student be in need of these services in the future (guardianship, etc.)? . . . . . yes no
- Do the parents/guardians communicate their needs/desires and their hopes for the student? . . . . . yes no

VI. **Leisure/Recreation**

Does the student

- participate in school activities? . . . . . yes no
- participate in Physical Education classes? . . . . . yes no
- play games at home? . . . . . yes no
- express his interest in various recreational activities? . . . . . yes no
- have opportunities to participate in at least 3 different leisure/recreation activities outside of school? . . . . . yes no

VII. **Transportation**

Can the student

- negotiate her neighborhood? . . . . . yes no
- state various means of transportation (i.e. walk, bike, bus, car, train, etc.)? . . . . . yes no
- negotiate his way around the school independently? . . . . . yes no

VIII. **Self-Advocacy**

Does the student

- communicate her needs effectively . . . . . yes no
- ask for help when needed? . . . . . yes no
- participate in his IEP planning? . . . . . yes no
- use communication devices efficiently (i.e. phone, letters, computers, etc.)? . . . . . yes no
- resolve conflicts with others effectively? . . . . . yes no

IX. **Socialization/Friends**

Does the student

- have age-appropriate friends? . . . . . yes no
- have friends who do not have a disability? . . . . . yes no
- have opportunities to develop friendships? . . . . . yes no
- demonstrate being a friend (sharing, etc.)? . . . . . yes no
- participate in activities with friends? . . . . . yes no

X. **Personal Management**

Does the student

- choose her clothes and dress herself? . . . . . yes no
- perform personal hygiene tasks independently (bathing, brushing teeth, etc.)? . . . . . yes no
- follow safety rules? . . . . . yes no
- have home chores designated? . . . . . yes no
- manage his time effectively? . . . . . yes no
- manage his money effectively? . . . . . yes no

XI. **Living Arrangements**

Can the student

- discuss various types of living arrangements (homes, duplexes, apartments, nursing homes, family, roommates, etc.)? . . . . . yes no

XII. **Medical**

Can the student

- describe her medical needs? . . . . . yes no
- take medicine (if needed) independently? . . . . . yes no
- stte his doctor's name? . . . . . yes no

Will there be a need for ongoing medical care? . . . . . yes no

XIII. **Insurance**

Do the parents/guardians

- have medical insurance on the student? . . . . . yes no
- understand insurance options for the student (i.e. Medicaid/Medicare, etc.) . . . . . yes no

[illegible], 1991)

Transition Planning Assessment

Middle School/Junior High

I. **Career Planning Options/Employment Options**

Does the student

- have opportunities to try out different jobs? . . . . . yes no
- know where to find information on careers? . . . . . yes no
- self-evaluate skills/abilities realistically? . . . . . yes no
- relate skills/abilities to jobs? . . . . . yes no
- have any work responsibilities (i.e. paper route, babysitting, lawn mowing, etc.)? . . . . . yes no
- state her likes/dislikes and interests in particular jobs? . . . . . yes no
- make realistic decisions in planning for a future job (i.e. designing the 4-year high school plan)? . . . . . yes no

II. **Postsecondary Training**

Can the student

- state the appropriate postsecondary training for various careers (i.e. vo-tech, community college, 4-year college, on the job training, etc.)?. yes no
- express his interest in postsecondary training? . . . . . yes no
- develop a school/training plan to reach possible job goals? . . . . . yes no

III. **Financial Assistance/Income Support**

Is the student receiving SSI? . . . . . yes no

Does the student

- earn an allowance? . . . . . yes no
- earn money from jobs such as babysitting, etc.? . . . . . yes no
- manage money wisely? . . . . . yes no
- make her own purchases? . . . . . yes no

IV. **Community Participation**

Does the student

- negotiate his neighborhood? . . . . . yes no
- demonstrate ability to get to movies, grocery store, restaurant, library, etc.? . . . . . yes no
- participate in community sports activities? . . . . . yes no
- participate in youth groups? . . . . . yes no

V. **Advocacy/Legal Services**

Will the student need ongoing advocacy or legal services? . . . . . yes no

VI. **Leisure/Recreation**

Does the student

- identify leisure interests? . . . . . yes no
- participate in these identified areas? . . . . . yes no
- know how to find out about leisure activities? . . . . . yes no
- participate in school extracurricular activities? . . . . . yes no
- demonstrate participation in both individual and group leisure/recreation activities? . . . . . yes no

VII. **Transportation**

Can the student

- negotiate her neighborhood? . . . . . yes no
- negotiate the school environment? . . . . . yes no
- identify various modes of transportation? . . . . . yes no
- utilize at least one mode of transportation? . . . . . yes no

VIII. **Self-Advocacy**

Does the student

- participate in the IEP planning? . . . . . yes no
- demonstrate assertiveness? . . . . . yes no
- express desires effectively? . . . . . yes no
- have opportunities to make choices/decisions? . . . . . yes no
- communicate effectively and differentially with peers and adults? . . . . . yes no

IX. **Socialization/Friends**

Does the student

- have age-appropriate friends? . . . . . yes no
- have friends who do not have a disability? . . . . . yes no
- demonstrate different levels of personal relationships (close friends, intimate friends, acquaintances)? . . . . . yes no
- participate in activities with her friends (i.e. parties, etc.)? . . . . . yes no
- resolve conflicts with friends effectively? . . . . . yes no

X. **Personal Management**

Does the student

- get himself up in the mornings? . . . . . yes no
- independently care for hygiene and grooming? . . . . . yes no
- prepare simple meals? . . . . . yes no
- do his own laundry? . . . . . yes no
- independently complete assigned household chores? . . . . . yes no
- follow safety rules? . . . . . yes no
- purchase needed personal items? . . . . . yes no
- use time effectively? . . . . . yes no

XI. **Living Arrangements**

Does the student

- express a desire for a certain type of living arrangement upon graduation? . . . . . yes no
- demonstrate an understanding of the cost of living/life style planning? . . yes no

XII. **Medical**

Does the student

- demonstrate a basic understanding of different types of medical care (dental, internal medicine, gynecological, etc.)? . . . . . yes no
- realistically express her medical needs/limitations? . . . . . yes no
- independently take medication, if needed? . . . . . yes no
- demonstrate skills needed to decide when to take over-the-counter medicine (i.e. aspirin, etc.)? . . . . . yes no

Will the student need ongoing assistance in this area? . . . . . yes no

XIII. **Insurance**

Does the student

demonstrate a basic understanding of the different types of insurance (medical, dental, disability, automobile, etc.)? . . . . . yes no

demonstrate an understanding of how to obtain insurance (work benefits, SSI, etc.)? . . . . . yes no

Will the student need ongoing assistance in this area? . . . . . yes no

(Boyer-Stephens, 1991)

Transition Planning Assessment

Senior High

I. **Career Planning Options**

Does the student

- have vocational assessment information in her file? . . . . . yes no
- have a realistic career goal? . . . . . yes no
- have parental support for the career goal? . . . . . yes no

II. **Employment Options**

Does the student

- demonstrate a basic understanding of his employment options (full-time/part-time, competitive, supported, sheltered, volunteer, etc.)? . . . . . yes no
- demonstrate the skills, aptitudes and behaviors to reach her goal? . . . . yes no
- demonstrate ability to complete W2/W4 and income tax forms? . . . . . yes no
- describe enrollment options available in the community? . . . . . yes no
- need help with finding a job? . . . . . yes no
- need help with keeping a job? . . . . . yes no
- Is the student willing to relocate? . . . . . yes no

III. **Postsecondary Education**

Does the student

- want or need postsecondary training . . . . . yes no
  - what type? ___ vo-tech ___ cc ___ 4 year ___ ojt
- need assistance from an adult agency? . . . . . yes no
- need assistance with application/financial aid forms? . . . . . yes no
- need help selecting an institution? . . . . . yes no
- know and meet the deadlines for applications? . . . . . yes no
- meet the criteria for admission? . . . . . yes no

Can the student

- contact the support services personnel at the postsecondary institution? . . . . . yes no
- effectively express her limitations and need for various support services? . . . . . yes no
- visit the campus prior to selection? . . . . . yes no

IV. **Financial Assistance/Income**

Does the student

- need financial assistance from adult agency (DVR, DMH, SSI, Pell Grants, etc.)? . . . . . yes no
- receive SSI and understand the various programs available to him? . . . yes no
- know how to file for various benefits (i.e. unemployment, SSI, public assistance, etc.)? . . . . . yes no
- make purchases appropriate for level of income? . . . . . yes no
- know how to open and maintain a checking and savings account? . . . yes no
- need ongoing assistance in this area? . . . . . yes no

V. **Community Participation**

Does the student

- demonstrate how to locate and utilize public utility companies, post office, driver's license bureau, etc.? . . . . . yes no
- utilize public shopping malls, theaters, library, grocery stores, etc.? . . . yes no
- know how to register to vote? . . . . . yes no
- know how to apply for and gain a driver's license? . . . . . yes no
- know how to register for selective service? . . . . . yes no
- demonstrate use of public transportation? . . . . . yes no

VI. **Advocacy/Legal Services**

Does the student

- demonstrate an understanding of her rights and responsibilities as a person with a disability? . . . . . yes no
- need ongoing advocacy support? . . . . . yes no
- need ongoing guardian support? . . . . . yes no

VII. **Leisure/Recreation**

Does the student

- demonstrate participation in school activities? . . . . . yes no
- demonstrate participation in community activities? . . . . . yes no
- demonstrate participation in both individual and group recreational activities? . . . . . yes no
- demonstrate the ability to seek out information on leisure activities of interest to him? . . . . . yes no

VIII. **Transportation**

Does the student

- demonstrate the use of various modes of transportation (walking, driving, public transportation, taxicab, bicycle, etc.)? . . . . . yes no
- know how to find transportation when needed? . . . . . yes no
- have a driver's license? . . . . . yes no
- need special travel arrangements made on an ongoing basis? . . . . . yes no

IX. **Self-Advocacy**

Does the student

- demonstrate assertiveness with friends? . . . . . yes no
- demonstrate assertiveness with adults? . . . . . yes no
- participate in his IEP planning? . . . . . yes no
- participate in the development of long-range goals? . . . . . yes no
- express opinions and needs effectively? . . . . . yes no
- demonstrate ability to ask for help when needed? . . . . . yes no
- understand and effectively express limitations/needs as well as strengths? . . . . . yes no

X. **Socialization/Friends**

Does the student

- have age appropriate friends? . . . . . yes no
- demonstrate different levels of personal relationships (intimate friends, close friends, acquaintances)? . . . . . yes no
- have friends who do not have a disability? . . . . . yes no
- participate in activities with friends? . . . . . yes no

XI. **Personal Management**

Can the student

- get herself up in the morning? . . . . . yes no
- use good judgement about going to bed on time? . . . . . yes no
- prepare meals for self? . . . . . yes no
- manage money effectively? . . . . . yes no
- manage time effectively? . . . . . yes no
- perform routing household maintenance chores (dishes, cleaning replacing light bulbs, etc.)? . . . . . yes no
- select and care for clothes? . . . . . yes no
- maintain personal grooming and hygiene skills? . . . . . yes no

XII. **Living Arrangements**

Can the student

- select a realistic and affordable living environment? . . . . . yes no
- demonstrate knowledge of the skills necessary for various living arrangements and lifestyles? . . . . . yes no

Will the student need ongoing assistance in this area? . . . . . yes no

XIII. **Medical**

Does the student

- demonstrate what to do in emergency situations? . . . . . yes no
- have medical insurance? . . . . . yes no
- demonstrate how to file an insurance claim? . . . . . yes no
- independently take medication? . . . . . yes no
- make a doctor's appointment? . . . . . yes no
- discriminate between serious an minor illnesses? . . . . . yes no
- know where the closest emergency room is? . . . . . yes no
- explain his disability to medical personnel? . . . . . yes no
- describe family medical history and any allergies to medicine? . . . . . yes no

Will the student need ongoing assistance in this area? . . . . . yes no

XIV. **Insurance**

Does the student

- have auto insurance, if needed? . . . . . yes no
- have dental insurance? . . . . . yes no
- know how to file claims? . . . . . yes no
- understand the various types of insurance available (unemployment, medical, dental, car, renters, life, etc.)? . . . . . yes no

Will the student need ongoing assistance in this area? . . . . . yes no

(Boyer-Stephens, 1991)

Task Analysis and Skill Acquisition Sheet

Name *Jane Student*
Domain *Vocational*
Environment *Memorial Union*
Subenvironment *dish machine area*
Activity *sorting silverware*

Month *October, 1991*
Objective *While training at the Memorial Union, Jane will independently sort silverware with 100% accuracy for 5 consecutive training sessions.*

Cue Heirarchy: / = Independently Completed V = Verbal Cue P = Physical Cue X = No Opportunity
D = Demonstration M = Physical Manipulation

Comments:

Review Date *September 30, 1991*

	Trainer	LK	LK	LK	LK	PB	LK					
	Date	9/9	9/11	9/13	9/16	9/18	9/19					
19.		19	19	19	19	19	19	19	19	19	19	19
18.		18	18	18	18	18	18	18	18	18	18	18
17.		17	17	17	17	17	17	17	17	17	17	17
16.		16	16	16	16	16	16	16	16	16	16	16
15.		15	15	15	15	15	15	15	15	15	15	15
14.		14	14	14	14	14	14	14	14	14	14	14
13. *Place metal rack on counter by dishmachine*		13 D	13 V	13 /	13 /	13 D	13 /	13	13	13	13	13
12. *Place filled round containers in metal rack*		12 D	12 V	12 /	12 /	12 D	12 /	12	12	12	12	12
11. *Obtain large metal rack from stack by dishmachine*		11 D	11 V	11 V	11 V	11 D	11 V	11	11	11	11	11
10. *Place in round container handle down*		10 V	10 V	10 V	10 V	10 V	(10) V	10	10	10	10	10
9. *Pick up large spoons*		9 /	9 /	9 /	9 /	9 /	9 /	9	9	9	9	9
8. *Place handle down in round container*		8 V	8 V	8 V	8 V	8 V	8 /	8	8	8	8	8
7. *Pick up small spoons*		7 /	7 /	(7) /	(7) /	7 /	7 /	7	7	7	7	7
6. *Place handle down in round container*		6 V	6 V	6 V	6 V	6 V	6 V	6	6	6	6	6
5. *Pick up forks*		5 /	(5) /	5 /	5 /	(5) /	5 /	5	5	5	5	5
4. *Place in round container handle down*		(4) V	4 /	4 /	4 /	4 /	4 /	4	4	4	4	4
3. *Pick up knives*		3 /	3 /	3 /	3 /	3 /	3 /	3	3	3	3	3
2. *Place round containers next to silverware*		2 V	2 V	2 V	2 V	2 V	2 /	2	2	2	2	2
1. *Empty silverware onto counter*		1 V	1 V	1 V	1 V	1 V	1 V	1	1	1	1	1
	# At Criterion Level	4	5	7	7	5	10					
	# Possible	13	13	13	13	13	13					

Adapted from: Noie, D. & Bradley, L. (1985). *Individualized education program management system: Revised.* Columbia, MO: Waters.

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Task Analysis and Skill Acquisition Sheet

Name _____ Month _____
Domain _____ Objective _____
Environment _____
Subenvironment _____
Activity _____

Cue Heirarchy: / = Independently Completed V = Verbal Cue P = Physical Cue X = No Opportunity
D = Demonstration M= Physical Manipulation

Comments:

Review Date _____

	Trainer										
	Date										
19.	19	19	19	19	19	19	19	19	19	19	19
18.	18	18	18	18	18	18	18	18	18	18	18
17.	17	17	17	17	17	17	17	17	17	17	17
16.	16	16	16	16	16	16	16	16	16	16	16
15.	15	15	15	15	15	15	15	15	15	15	15
14.	14	14	14	14	14	14	14	14	14	14	14
13.	13	13	13	13	13	13	13	13	13	13	13
12.	12	12	12	12	12	12	12	12	12	12	12
11.	11	11	11	11	11	11	11	11	11	11	11
10.	10	10	10	10	10	10	10	10	10	10	10
9.	9	9	9	9	9	9	9	9	9	9	9
8.	8	8	8	8	8	8	8	8	8	8	8
7.	7	7	7	7	7	7	7	7	7	7	7
6.	6	6	6	6	6	6	6	6	6	6	6
5.	5	5	5	5	5	5	5	5	5	5	5
4.	4	4	4	4	4	4	4	4	4	4	4
3.	3	3	3	3	3	3	3	3	3	3	3
2.	2	2	2	2	2	2	2	2	2	2	2
1.	1	1	1	1	1	1	1	1	1	1	1
# At Criterion Level											
# Possible											

(Adapted from: Noie, D. & Bradley, L. (1985). *Individualized education program management system: Revised.* Columbia, MO: Waters.)

ECOLOGICAL INVENTORY

1. D.O.T. Title: Kitchen Helper Code:318.687

2. Job Title: Food Service Attendant-Dishwasher
Industry:University Food Service

3. Firm Name: University of Missouri Memorial Union Cafeteria
Contact Person: John Blow, Food Service Director

4. **Job Summary:** Worker assists with operation of dishwashing machine-stacking, scraping, sorting dirty dishes, loading dishwashing machine, unloading and stacking clean dishes, sorting silverware.

5. **Machinery, Tools, Equipment and Work Aids:** Dishwashing machine, counters, assorted racks, shelves, soap, water, soaking tubs.

6. **Materials and Supplies:** Dinner plates, bowls, small plates, cups, glasses, silverware, pots and pans.

7. **Job Related Responsibilities:** Worker is responsible for being able to perform all dishroom related tasks and switch off periodically with other workers. Must use time clock.

8. **Promotion Possibilities:** Workers can move up from attendant I to II, III and Supervisor.

9. **Salary Range:** $4.50-$5.00 per hour for full time; $4.35 per hour for part time.

10. **Productivity Rate:** No set production rate--must work at a steady pace dictated by amount of dishes to be washed. Worker cleans and straightens when not working dish-washing machine.

11. **Hiring Practices:** Position openings are listed through University Personnel Office. Current University employees have first opportunity for transfer from another department. If current employees are not interested, persons from outside the university system can apply and interview. The Union Cafeteria employs approximately 50-60 full-time workers and 100 or more part-time workers during the school year.

12. **Job Success Factors (as stated by employer):**
    (a) *Attendance*: Good attendance is important according to the supervisor. They have had a problem with workers not showing up on time and regularly. Employees are not supposed to miss more than 12 days per year.
    (b) *Quality*: This is hard to determine.
    (c) *Quantity*: Worker is to maintain a steady pace and get the work finished each day.
    (d) *Following Directions*: Nearly all instructions are verbal or by demonstration. It is important that workers follow instructions of the supervisor as the routine is different.

13. **Narrative Analysis:** The food preparation area appears somewhat well ordered. However, the dishwashing machine area is a mess. The floor is usually wet and dirty (garbage), dirty dishes are piled everywhere and sometimes left overnight. It is very difficult to establish

what system (if any) exists. The operation varies in efficiency depending upon which worker is running the machine.

When evaluating general receptivity and cooperation of Union staff with our staff and clients, it has been excellent. Mr. John Blow, Food Service Director, will accommodate our school schedule. His staff has been enthusiastic and cooperative. For this reason, I would not consider dismissing the site entirely. Initial support is vital. If the dishwashing machine area is not a workable training site without major revisions (either because of space or general organization), perhaps other areas of the cafeteria would be appropriate for training site development or placement.

Basic Procedure for dishwashing machine area: All dirty dishes are placed through the intake window from the cafeteria dining room. The workers receive dishes, scrape and/or rinse and stack in appropriate racks. Racks are then loaded into entrance of dishwashing machine and unloaded at the other end.

14. **Task Analysis:** One task was identified for possible training:

Sorting Silverware (Memorial Union Cafeteria)

1. Empty metal containers of silverware on counter of sorting area.
2. Place empty plastic silverware containers next to silverware.
3. Pick up knives.
4. Place in plastic container, handle down.
5. Pick up forks.
6. Place in plastic container, handle down.
7. Pick up small spoons.
8. Place in plastic container, handle down.
9. Pick up large spoons.
10. Place in plastic containers, handle down.
11. Obtain large metal container from stack next to dishwashing machine.
12. Place filled plastic containers in large metal container.
13. Place metal container on counter next to dishwashing machine.

NOTE: ***Silverware should not be packed too tightly into plastic containers, thereby allowing for more efficient cleaning.***

15. **Supervision (proximity, frequency, method of correction):** The supervisor is usually in the area since the office is located around the corner and about 25 feet from the dishwashing machine area. The supervisor is within earshot and usually in sight. Supervisor shall check workers periodically. The method of correction is usually verbal.

16. **Judgements made on the job (objective and subjective):** Major judgement made by the worker in the dishwashing machine area is where and how to begin. Since the system of washing dishes changes with each worker, this judgement is a very difficult one. With the silverware sorting task, the worker makes judgements according to 3-4 different pieces and determines placement in appropriate cylinders.

17. **Emergency Sounds and Signals Present In the Environment:** The dishwashing machine is equipped with a buzzer to signal malfunction and to indicate when it is out of soap.

18. **Emergency Procedures and Safety Instructions:** Be very careful of wet, soapy floors in the dishwashing machine area.

19. **Communication of Personal Needs and Problems:** The worker needs to be able to tell the supervisor if dishwashing machine malfunctions. Worker also needs to be able to communicate in some way name and other personal needs.

20. **Writing Skills (describe forms, paycheck, other writing skills needed):**
N/A

21. **Schedule (break times, time to start work, task schedule):** Normal work schedule for dishwashing machine operators is from 10:30 a.m. to 7:00 p.m. The worker begins at 10:30 by first eating lunch and reporting to the dishwashing room at 11:00 a.m. The supervisor says the worker starts the dishwashing machine at 11:00 a.m. and works continuously (with two 15-minute breaks) until 7:00 p.m.

INTERVIEW AND OBSERVE

22. **Interaction:** with co-workers (proximity, number of workers on same job).
In the dishwashing machine area there are usually 2-3 workers at a time; each doing a separate but related job. Operation is a teamwork effort.

23. **On-the-Job Stress:** (type, frequency, amount).
Many dishes, disorganization, hot, humid, slippery floors, garbage.

24. **Time Management:** (cues for activities, actions).
Worker begins by first rinsing and stacking dishes as they come in the drop-off window.

25. **Vocabulary Related to the Job:** Worker needs to be able to identify labels on soap bags and other chemical additives for dishwashing machine.

26. **Money Skills:** (describing vending machines, snack bar, how paycheck is received).
Meals and snacks are usually obtained from cafeteria line, or from Bengal Lair--pay cashier.

27. **Physical Demands** (standing, walking/climbing, sitting, lifting, carrying, pushing, pulling, reaching. Amount of time demand required).
Worker stands to perform this job 7-1/2 hours; some lifting of dishes and racks (10-20 pounds), carrying racks short distances (10 feet), some reaching at side, very little overhead reaching.

28. **Accessibility and Travel:**

a.	Building	The Union is accessible through the south entrance.
b.	Work Area	It would be difficult to operate a wheelchair, braces, etc. in the slippery dishwashing area. Also, space does not accommodate additional equipment.
c.	Restroom	Most restrooms in the Union are accessible.

29. **Worker's Dress**: Uniforms are furnished for full-time workers--aprons for part-time workers. Men must wear hats, women wear hairnets; safe closed toe shoes, tennis shoes are o.k. No jewelry or nail polish; worker must maintain good personal hygiene.

30. **Socially Expected Communication:** No social-verbal communication is necessarily expected. Some workers seemed to chit-chat some. Others say little

31. **Signs and Other Written Information** (list safety and/or function signs).
EXIT, MEN, WOMEN, OFF, ON, SOAP, CHEMICAL LABELS.

32. **Environmental Conditions:**

A.

x Inside	__Outside	__ Both	x Noise
__ Cold	x Hot	x Wet	
x Humid	x Hazards	__ Fumes/Odors	

B. Describe those checked.
Dishwashing machine area is humid, wet, steamy with slippery floors

Analyst _____ Date _____

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DISHWASHING MACHINE OPERATOR

Sorting Silverware

Special Instructions: Errors must be corrected immediately, returning to previous step, and continuing training procedure.

Steps 3-8 may be completed in any order and will be repeated until enough plastic containers have been filled to fill the large metal container used in the dishwashing machine. The entire series of steps in this task will be repeated until all silverware has been sorted, or until the training period has ended.

Setting: Memorial Union kitchen.

Materials: mixed silverware, plastic containers, large metal container.

Training: The trainee should stand behind the student during training so assistance can be given as needed. The trainer should provide the least amount of assistance needed but yet provide the assistance the student needs to learn the task.

Initial Cue: "_____, sort the silverware."

Data Sheet: To record the student's performance the trainer should give the initial cue "_____, sort the silverware." and observe the student do the task once. The trainer will use the cue hierarchy on the form to record the student's performance. The trainer should assist the student only if the student makes a mistake or does not know what step to perform next. The trainer will then mark the corresponding level of assistance given. After all steps of the task are completed, the trainer will then add the number of steps completed at the assistance level the student is currently working on: Independent, Verbal Cue, Physical Manipulation, etc. This number should also be circled on the graph and in box Number at Criterion Level. The total number of steps completed is put in Number Possible box. The trainer should initial and date the data sample.

Adapted from: University of Missouri-Columbia (1981). *Vocational habilitation for severely handicapped youth project implementor's manual and resource guide.* Columbia, MO: Department of Special Education.

ECOLOGICAL INVENTORY FOR HOME

Domain: Living Arrangements, Personal Management

Environment: Home

Subenvironment: Kitchen

Activities:

- plan menus
- prepare meals
- set table
- eat meals with family
- carry on conversation with family
- clear table
- wash dishes
- dry dishes
- ask to help others
- ask for help when needed

Subenvironment: Bedroom

Activities

- make bed
- fold clothes
- hang up clothes
- vacuum carpet
- dust
- pick up toys

Subenvironment: Bathroom

Activities:

- clean sink, tub, shower, stool
- sweep floor
- clean mirror
- shower
- use hair dryer
- curl hair
- put on make up

Subenvironment: Family Room

Activities:

- vacuum
- dust
- shake throw rugs
- wash windows
- clean mirror
- ask family members for help
- ask to help others

Subenvironment: Laundry Room

Activities:

- sort clothes
- wash clothes in machine
- dry clothes in dryer
- fold clothes
- hand wash
- hang up clothes to dry
- hang up dry clothes

District Wide Assessment of Transition Needs

Student Demographics Form

Number of students in each category who are scheduled to graduate in the next five years.

Category	*1991*	*1992*	*1993*	*1994*	*1995*
Learning Disabilities					
Mild Mental Retardation					
Moderate Mental Retardation					
Severe Mental Retardation					
Profound Mental Retardation					
Behavior Disorders					
Language Disorders					
Speech Disorders					
Physical/Other Health Impairments					
Hearing Impairments					
Visual Impairments					
Autism					
Deaf-Blind					
Multihandicapped					
Traumatic Brain Injury					

Adapted from: Johnson, Thompson & Matuszak, 1990

(dd13:24.chp:hb)

General District Wide Assessment of Transition Needs

General Student Demographics

Number of Students in Each Category K-12

Category	*1991*	*1992*	*1993*	*1994*	*1995*
Learning Disabilities					
Mild Mental Retardation					
Moderate Mental Retardation					
Severe Mental Retardation					
Profound Mental Retardation					
Behavior Disorders					
Language Disorders					
Speech Disorders					
Physical/Other Health Impairments					
Hearing Impairments					
Visual Impairments					
Autism					
Deaf-Blind					
Multihandicapped					
Traumatic Brain Injury					

Adapted from: Johnson, Thompson & Matuszak, 1990

(dd13:24.chp:hb)

District Wide Assessment of Transition Needs

Anticipated Transition Service Needs

Record the anticipated number of students who would need the service and the type of service needed.

Graduation Year ____	Is service currently available?	Student will need minimal assistance	Student will need moderate assistance	Student will need ongoing assistance
Career Planning Options				
Employment Options				
Postsecondary Education				
Financial Assistance/Income				
Community Participation				
Advocacy/Legal Services				
Leisure/Recreation				
Transportation				
Self-Advocacy				
Socialization/Friends				
Personal Management				
Living Arrangements				
Medical				
Insurance				

Adapted from: Johnson, Thompson & Matuszak, 1990

(dd13:24.chp:hb)

Section Four

SAMPLE TRANSITION STATEMENTS, GOALS AND OBJECTIVES

CAREER PLANNING OPTIONS

Elementary Level

Example Statement:	The student will express interest in at least 3-5 realistic career options before junior high/middle school.

Sample Goal:

1. The student will develop awareness of careers and their requirements.

Objectives:

1. a. Given an explanation and description of careers from each job cluster, the student will name at least 10 types of jobs.

1. b. Given a description of careers from each job cluster, the student will express interest in at least three careers before entering junior high school.

1. c. After discussion of skills required for specific jobs, the student will list skills currently possessed and those which need to be acquired to obtain two to three jobs.

1. d. Following an interview with parent(s), the student will explain parent(s) job(s) and the skills and training required for each jobs.

1. e. After a discussion of the student's academic strengths and weaknesses, the student will explain her strengths and weaknesses in relation to three to five jobs of interest to her.

1.f. Following a discussion of ways to obtain a job, the student will list three possible sources of employment.

1.g. The student will list the job(s) her parent(s) have had and the sources from which they were obtained.

Junior High/Middle School Level

Example Statement:	The student will select three to five employment options that match her areas of interest and abilities before entering high school.

Sample Goal:

1. The student will develop a realistic career plan before entering high school.

Objectives:

1. a. Given opportunities to try out five to ten jobs, the student will select realistic career options by the end of junior high/middle school.

1. b. Given opportunities to explore the Missouri VIEW program with a counselor or teacher, the student will identify at least 5 possible career options.

1. c. Following instruction from the counselor and teachers, the student will list five places to find information on careers before 9th grade.

1. d. Given academic and occupational work samples, the student will evaluate his skills to determine strengths, weaknesses and interests before entering senior high school.

1. e. Through discussion and analysis, the student will relate his skills and abilities to a variety of jobs upon entering the 9th grade.

1. f. Given part-time work experience (lawn mowing, baby-sitting, paper route, clerical, etc.) the student will describe and display responsibility for the requirements of the job on a regular basis.

1. g. Given assistance in completing a four-year plan, the student will make realistic decisions in planning coursework and activities to prepare for a future job.

Senior High Level

Example Statement:	The student will need assistance to obtain a realistic career goal. Prior to entering high school, options will be explored and evaluations conducted to determine the student's abilities and interests in realistic careers. Selection of classes will be based on student's abilities, interests and evaluation results.

Sample Goal:

1. The student will develop career and employment skills and obtain realistic employment prior to exiting high school.

Objectives:

1.a. Given information based on his/her vocational assessment, the student will establish a realistic career goal.

1.b. Given assistance from the school counselor, special education teacher, and parents, and others the student will develop a realistic plan to reach established career goals.

1.c. Following discussion of the career plan, parents will identify three or more methods of supporting the student in reaching the stated career goals.

1.d. Upon determining the established career goals, the student will acquire realistic related employment prior to graduation from high school.

EMPLOYMENT OPTIONS

Elementary Level

Example Statement:	The student will need to explore a number of jobs and determine those that meet her interests prior to entering high school, so that career training might be planned to meet her needs. Further discussion should take place with the family exploring options of interest to them and possible from their remote residence.

Middle School/Junior High Level

Example Statement:	Because of the degree of physical limitations that _____ must contend with, the student, parents and school personnel will discuss career options to consider for future employment in the future. These discussions will take place during the monthly parent/school partnership gatherings in which other parents share their ideas and concerns.

(Goals and Objectives might be the same or similar to those in career planning for elementary and junior high students).

Senior High Level

Example Statement:	This student will need to acquire as many work skills as possible before leaving the school system. At the end of each semester, the student, family and school staff will discuss options for training the next semester. Community-based career training will be considered for two years of senior high school and a job coach will be considered for his last year of high school if needed.

Sample Goal:

2. The student will acquire job skills for at least two areas of work prior to graduation from high school.

Objectives:

2.a. Given descriptions, explanations, and discussion of employment options, the student will demonstrate a basic understanding of employment options (full-time, part-time, competitive, supported, sheltered, volunteer, etc.).

2.b. Following intervention in self-evaluation and self-monitoring, the student will demonstrate the skills, aptitudes, and behaviors needed to reach established career goals by the end of the junior year of high school.

2.c. Following instruction, the student will demonstrate the ability to independently complete W-2, W-4, 1040 forms and applications unassisted after the 10th grade.

2.d. After researching a variety of employment options, the student will target three to perform on a job shadow.

2.e. Before turning 16, the student will demonstrate proper interview techniques to be used during a real (or mock) job interview.

2.f. Before exiting high school, the student will obtain and maintain successful work related experiences for a duration of more than six months.

2.g. Before exiting high school, the student will develop a list of ways to find and keep jobs.

POSTSECONDARY EDUCATION

Elementary Level

Example Statement:	Because the student is so young, she is not sure she wants to attend postsecondary education. Further plans will be made to determine her interests as well as possible options to meet her needs prior to graduating from school.

Sample Goal:

3. The student will describe reasons and options for attending postsecondary educational programs.

Objectives:

3.a. Given information about postsecondary education, the student will describe four reasons to attend postsecondary programs.

3.b. Following research and discussions on jobs, the student will describe five jobs of interest that require postsecondary education and five that do not require postsecondary education.

3.c. After visiting at least ten job sites, the student will list three reasons for acquiring academic skills to prepare for success in postsecondary settings.

Junior High/Middle School Level

Example Statement:	Because the student is unsure of his interest in postsecondary training, he will explore options with his family to determine possible job training and careers. Parents, student and school personnel will determine his interests in postsecondary education prior to senior high school.

Sample Goal:

3. The student will develop a portfolio of postsecondary training options for six to ten careers of interest before exiting junior high school.

Objectives:

3.a. Given the Missouri View and other guidance material regarding postsecondary training, the student will list three to five postsecondary training options for career interest areas before exiting junior high school.

3.b. Following exploration and discussion of postsecondary training options, the student will express interest or lack of interest in postsecondary training prior to entering the senior high school.

3.c. After discussion of postsecondary training options, the student will develop a 4-6 year plan to reach possible job goals prior to entering high school.

Senior High Level

Example Statement:	Acquiring a job after leaving school will be very difficult for this student because of his stamina. Though he will acquire some job skills, further assessment regarding his ability to work on a full-time basis should be carefully examined prior to graduation and referral to other agencies made at that time.

Sample Goal:

3. The student will determine the most appropriate postsecondary setting to acquire skills needed for identified realistic career options prior to completing high school.

Objectives:

3.a. Given information on course offerings and support services, the student will determine 2-3 possible postsecondary settings to acquire skills for identified career options prior to November of his Senior year.

3.b. After visiting selected postsecondary schools, the student will determine which one can best meet his/her needs by January of his/her Senior year.

3.c. Given discussions with the school counselor, the student will complete all applications for the selected postsecondary school by February of his/her Senior year.

3.d. Following a referral to Vocational Rehabilitation, the student will complete all examinations to determine eligibility for DVR services for postsecondary education by March of his/her Junior year.

3.e. Parents and teachers will meet with the student by October of his/her Senior year to insure all paperwork has been completed to begin postsecondary education upon completing high school requirements.

FINANCIAL ASSISTANCE/INCOME SUPPORT

Elementary Level

Example Statement:	_____'s parents have expressed the need for financial assistance for her to meet her adult obligations. Options available to them will be explored annually and established prior to graduation.

Sample Goal:

4. The student and family will explore her ability to assume financial responsibility.

Objectives:

4.a. Given assistance from her parents, the student will investigate financial assistance such as Supplemental Security Income (SSI) and PASS by November, 1993.

4.b. Parents will discuss with a financial planner, the options to consider in providing for their child's future.

4.c. Given household chores, the student will receive an allowance from her parents for completing chores on time.

4.d. Given a monthly allowance from parents, the student will open a savings account by December, 1993.

Junior High/Middle School Level

Example Statement:	The student will need financial assistance to meet her adult obligations. _____'s parents have expressed a desire for financial assistance information and have been referred to Social Security to explore what services she might qualify for at this time. Further discussion needs to occur at the next IEP meeting

Sample Goal:

4. The student will determine methods of meeting personal financial obligations as an adult.

Objectives:

4.a. Given information on Supplemental Security Income, the student will determine if (s)he wants to apply for SSI before entering high school.

4.b. Given home chores and odd jobs, the student will earn money to meet personal financial desires and needs by May, 1994.

4.c. After discussion of money management, the student will develop a budget to spend money wisely by May, 1994.

4.d. Given opportunities to shop, the student will make own purchases with no assistance by December, 1995.

Senior High Level

Example Statement:	The student wants to meet his financial obligations but can see that he will need assistance for at least a year after leaving the school system and acquiring a part-time job. He is not sure he will be able to work full-time to meet financial obligations due to his disability.

Sample Goal:

4. The student will identify and apply for assistance to meet financial obligations needed before exiting high school.

Objectives:

4.a. Given information about financial assistance (DVR, DMH, SSI, Pell Grants, etc.) the student will determine which (if any) of these resources would be available/applicable to meet his financial obligations by June, 1998.

4.b. Upon receiving SSI, the student will maintain a budget to meet financial obligations within the dollars received through SSI by June, 1998.

4.c. Following discussion and a visit to various sites, the student will independently file for various benefits as needed (unemployment, SSI, public assistance, etc.) by the middle of the Senior year.

4.d. After direction and practice, the student will make purchases appropriate for the level of income received before the end of the Senior year of school.

4.e. Given information about opening a checking and savings account along with a supervised visit to a bank, the student will open and maintain checking and savings accounts by the 11th grade.

4.f. After examining adult needs, the student along with his parents and teachers will determine any ongoing needs in the area of financial assistance/income support by October of his senior year.

COMMUNITY PARTICIPATION

Elementary Level

Example Statement:	The student wants to participate in the community, but is currently limited due to her remote residence and previous lack of involvement. Her parents want to consider options before writing any goals for this area. Options will be considered this year and a decision will be made before the IEP next year concerning involvement in the community.

Sample Goal:

5. The student will participate in community activities with assistance.

Objectives:

5.a. Given opportunities to go to restaurants, movies, libraries, the student will participate in community activities on aa monthly basis.

5.b. After visiting and investigating a number of recreational/sports activities, the student will select one to two to begin participating in by third grade.

5.c. Given direction and practice on how to get around the community (assisted and unassisted), the student will negotiate in own neighborhood with little assistance by fourth grade.

5.d. Given opportunities, the student will participate in church youth group activities whenever possible.

Junior High/Middle School Level

Example Statement:	The student does not actively participate in the community at this time. Both the parents and the student want more community participation, but prefer goals in other areas at this time. Options for community participation will be explored at the end of junior high school, if it is not naturally occurring by that time.

Sample Goal:

5. The student will be an active participant in his/her own community.

Objectives:

5.a. Given opportunities for involvement in community activities, the student will participate in activities of interest in a responsible manner on a regular basis by fifth grade.

5.b. Given assistance through directions and practice, the student will actively negotiate identified areas within his/her own community unassisted by seventh grade.

5.c. Given a list of tasks (watch a movie, buy groceries, buy lunch, borrow a library book) within the community, the student will arrive at the appropriate location within the community to complete the task by seventh grade.

5.d. Upon calling for and receiving information about youth groups, the student will determine interest in youth activities within the community and participate in at least one area of interest before eighth grade.

Senior High Level

Example Statement:	The student is not currently interested in participating in the community more. His parents have expressed some interest in this skill, but want to work on other goals and determine ways to meet this need at later date. A list of community agencies will be given to the parents to explore and consider for goals for the future.

Sample Goal:

5. The student will demonstrate adult responsibility within the community by participating independently in a number of settings.

Objectives:

5.a. When asked to locate and utilize public utility companies, post offices and drivers license bureaus, etc., the student will demonstrate active participation independently by June, 1998.

5.b. Given opportunities to utilize public shopping malls, theaters, libraries, grocery stores, etc., the student will demonstrate independence by negotiating within the community independently before completing by his/her freshman year of school.

5.c. Upon turning 18 and after instruction, the student will independently register to vote and for the selective service.

5.d. Given success in a drivers training class, the student will acquire a drivers license by _____ (date).

5.e. After demonstration and practice with public transportation systems (taxis, buses, etc.) the student will demonstrate independent use of these systems by September, 1997.

ADVOCACY/LEGAL SERVICES

Elementary Level

Example Statement:	_____ may need advocacy/legal services to assist in meeting his legal obligations. School personnel will provide a list of ways the parents might obtain legal guardianship of their son as he gets older.

Sample Goal:

6. Advocacy/legal services needed for guardianship will be obtained by student's parents.

Objectives:

6.a. Given information regarding guardianship, parents will determine how they will meet their child's advocacy/legal needs before leaving the school system.

6.b. After reviewing guardianship and other advocacy information, parents will contact and assume responsibility for obtaining advocacy/legal services for their child by adulthood.

6.c. Following discussion about the child, parents will communicate their child's advocacy/legal needs and desires for their child's future by _____.

Junior High/Middle School Level

Example Statement:	The ongoing need for advocacy/legal services will be determined before leaving junior high school by having the parents contact and assume responsibility for obtaining legal advice regarding their child's needs.

Sample Goal:

6. The need for advocacy/legal services will be determined.

Objectives:

6.a. After discussion about child's advocacy/legal needs among parents, school personnel and child, parents will determine legal needs of their child to meet adult obligations by _____.

6.b. Following a determination of the ongoing needs, parents will assume responsibility for obtaining legal assistance to better prepare their child for optional independence as an adult by _____.

Senior High Level

Example Statement:	The student and her parents are interested in her demonstrating an understanding of her rights and responsibilities as a person with a disability. They want her to advocate for herself or seek and obtain assistance in advocacy/legal services from parents and/or legal services when needed. They feel they can work on this as a statement of need rather than a goal at this time and will discuss the need for assistance with school personnel before the student leaves public schooling.

Sample Goal:

6. The student will accept responsibility for meeting advocacy/legal needs.

Objectives:

6.a. Given training in the rights and responsibilities of persons with disabilities, the student will demonstrate an understanding and put into practice these skills by_____.

6.b. Given information regarding advocacy/legal services and the student's needs, the student and parents will determine own needs and assume responsibility for acquiring these services by _____.

RECREATION/LEISURE

Elementary Level

Example Statement:	The student is currently involved with his family in rec/leisure activities and they do not feel the need for assistance. They have agreed to discuss options again before their son enters junior high school.

Sample Goal:

7. Given opportunities for participation in school activities, the student will join activities of interest by __ _____.

Objectives:

7.a. Given opportunities for participation in school and community activities, the student will explore a variety of rec/leisure activities to join by _____.

7.b. After exploring activities, the student will join a school club relating to rec/leisure interests by _____ _____.

7.c. During leisure time at home, the student will select games or other activities of interest and play with family and friends by _____.

7.d. After determining interests, the student will select two to three different recreation/leisure activities outside the school to join by _____.

Junior High/Middle School Level

Example Statement:	_____ and her parents are interested in her joining in activities in the area of recreation/leisure. They have agreed to help her participate in some new activities on a regular basis. The multidisciplinary team will discuss the need for intervention at the next IEP meeting.

Sample Goal:

7. The student will participate in age-appropriate recreation/leisure activities frequently.

Objectives:

7.a. Given opportunities for discussion and exploration, the student will determine three to five areas of interest in leisure activities by _____.

7.b. After exploration and discussion, the student will participate in these activities on a frequent basis and be accompanied by friends by _____.

7.c. Through discussion of other areas of interest, the student will identify methods of finding out about new activities of interest by _____.

7.d. Given access to school extracurricular activities, the student will participate in those of interest by ____ _____.

7.e. After trying out a number of activities, the student will demonstrate participation in both individual and group recreation/leisure activities by sixth grade.

Senior High Level

Example Statement:	Though _____ is involved in few school activities, her parents are concerned about what she will do after leaving school. Parents have agreed to contact recreation facilities in the county and help _____ become involved in outside activities. Further discussion of her needs will take place at the end of the school year to establish any goals in the area that are identified.

Sample Goal:

7. The student will participate in age-appropriate rec/leisure activities before leaving the school system and demonstrate the ability to enter new activities as other interests are developed.

Objectives:

7.a. Given information on school activities, the student will select activities and participate in those that are age-appropriate by 10th grade.

7.b. After listing community activities of interest, the student will participate in both individual and group recreational activities of interest on at least a monthly basis by 11th grade.

7.c. After determining recreational interests, the student will independently seek out information on rec/leisure activities to join by 12th grade.

TRANSPORTATION

Elementary Level

Example Statement:	The student will require assistance with transportation to meet future needs. Parents, student and teachers will determine methods of meeting these needs by age 15.

Sample Goal:

8. The student will assume responsibility to safely transport self to activities within the school and community.

Objectives:

8.a. Given direction and supervision, the student will negotiate the neighborhood safely with assistance by May, 1994.

8.b. After discussion and observation, the student will identify three to five methods of transportation to school and community activities by May, 1994.

8.c. Given bicycle safety rules, the student will ride a bike safely within the community by June, 1995.

Junior High/Middle School Level

Example Statement:	Because this student will need assistance with transportation to meet adult needs, this student, parents and teachers will identify needs and determine how to meet them before the student becomes 15 years old.

Sample Goal:

8. The student will utilize a variety of modes of transportation to meet needs.

Objectives:

8.a. Given opportunities, the student will safely negotiate the school and community independently by June, 1996.

8.b. After discussion and instruction, the student will identify the best mode of transportation to meet needs for a variety of activities by June, 1997.

8.c. Given opportunities to ride a city bus, the student will utilize the bus map to identify routes to take to various locations within the community by January, 1998.

8.d. Following instruction, the student will safely utilize at least two modes of transportation with supervision by June, 1998.

8.e. When needing a ride, the student will complete the steps to call a friend or a taxi by June, 1998 without assistance.

Senior High Level

Example Statement:	The student will identify and obtain the best and most efficient means of meeting his/her transportation needs before completing high school.

Sample Goal:

8. The student will independently acquire appropriate transportation to meet his/her needs.

Objectives:

8.a. Whenever activities are scheduled, the student will determine and utilize the best mode of transportation to the site by May, 1999.

8.b. Given the driver's education booklet along with the taped version (if needed), the student will study and acquire a driver's license by September, 1999.

8.c. Before leaving the school system, the student will help the multidisciplinary team to determine his ongoing transportation needs and acquire assistance to meet those needs by January, 2000.

SELF-ADVOCACY

Elementary Level

Example Statement:	Because the student has difficulty expressing her desires and needs, she will continue to require assistance in this area. She will receive classroom and home intervention to assist her and further assessment of her skills will be done before exiting elementary school.

Sample Goal:

1. The student will independently and effectively express her interests and needs in school and home situations.

Objectives:

9.a. Given instruction and practice, the student will express her interests and needs so that others understand by May, 1993.

9.b. Utilizing reminders or cues, the student will ask questions to clarify issues or assignments by October, 1994.

9.c. After rehearsals, the student will plan and participate in her IEP meetings by expressing her goals, interests and needs by May 1994.

9.d. Following instruction, the student will utilize phones, letters, and computers to communicate effectively with peers and adults by May, 1995.

9.e. Whenever conflict arises at school or home, the student will resolve issues of conflict by communicating her beliefs and needs effectively with peers and adults by _____.

Junior High/Middle School Level

Example Statement:	The student will need assistance to demonstrate assertive behavior during interactions with others. Classroom and home intervention will be utilized, but other intervention should be explored before exiting junior high to determine her level of comfort in self-advocating.

Sample Goal:

9. The student will demonstrate self-advocacy skills in a variety of situations.

Objectives:

9.a. During IEP meetings, the student will self-advocate by participating in the planning and establishment of goals for his future by May, 1997.

9.b. When confronted with difficult situations, the student will demonstrate assertiveness in coping with the situation by December, 1997.

9.c. Following instruction, the student will express her desires effectively whenever situations arise in which it is important that her desires be known by March, 1998.

9.d. Given opportunities, the student will independently make choices and decisions regarding a number of situations by March, 1998.

9.e. In school and community activities, the student will communicate effectively and differentially with peers and adults by May, 1998.

Senior High Level

Example Statement:	The student's parents express a desire for their son to demonstrate more self-advocacy in a number of situations. Classroom and home intervention will be attempted and a counselor will be contacted by the parents at their expense if they desire more intervention after exiting the school system.

Sample Goal:

9. The student will independently and effectively self-advocate in adult situations.

Objectives:

9.a. In social and classroom situations, the student will demonstrate assertiveness when confronting issues by October, 1998.

9.b. When discussing issues with adults, the student will demonstrate assertiveness with adults effectively by December, 1998.

9.c. Prior to each IEP meeting, the student will plan her participation in setting goals for his IEP by January, 1999.

9.d. Given instruction and role playing, the student will demonstrate the development of long range goals for his IEP by February, 1999.

9.e. Whenever appropriate, the student will express her opinions and needs so that others understand by March, 1999.

9.f. After instructions and simulations, the student will demonstrate the ability to ask for help whenever it is needed by March, 1999.

9.g. During discussions with peers, parents and other adults, the student will clearly express her limitations and needs as well as strengths by March, 1999.

SOCIALIZATION/FRIENDS

Elementary Level

Example Statement:	A Circle of Friends will be established for _____ to begin and strengthen friendships. The Circle will be formed with his peer group from all second graders who are interested as well as others in the school who want to become friends. The Circle will begin by October of this school year.

Sample Goal:

10. The student will participate with friends of his choice in activities of his choice on a regular basis.

Objectives:

10.a. After establishing a "Circle of Friends", the student will select age-appropriate friends to interact with on a regular basis by November, 1992.

10.b. Through involvement in school and community activities, the student will interact regularly with at least three friends who do not have a disability by the end of the school year.

10.c. Through involvement in school, church and community activities, the student will utilize opportunities to develop friendships with two to three other children.

10.d. When interacting with others, the student will demonstrate friendly behavior (sharing, asking questions, smiling, etc.) without reminders.

10.e. Given opportunities and interests, the student will participate in activities with friends on a regular basis.

Junior High/Middle School Level

Example Statement:	_____ and her parents have expressed a great deal of concern about her lack of friends and interactions with younger children. _____ will be provided a number of opportunities to interact with age-appropriate friends throughout this year. She, her parents and school personnel will meet again before Christmas to determine if other intervention needs to occur.

Sample Goal:

10. The student will interact with age-appropriate friends on a regular basis.

Objectives:

10.a. Following discussion of "age-appropriate" friends, the student will select friends from his age/peer group to invite to interact on a regular basis.

10.b. Given opportunities to interact, the student will select friends from students who have and those who do not have a disability before October, 1994.

10.c. After establishing friendships, the student will demonstrate different levels of personal relationships (close friends, intimate friends, acquaintances, etc.) for various interactions by December, 1994.

10.d. Whenever parties or social gatherings occur, the student will plan and participate in the interactions along with his friends.

10.e. As conflicts occur between friends, the student will successfully resolve conflicts without delaying or arguing.

Senior High Level

Example Statement:	_____ has few friends. His parents are extremely concerned about this situation, however, he does not express a desire to make friends. He has agreed to participate in two activities throughout the first semester of his Sophomore year, and then intervention will be discussed and determined what will be needed (if anything) by December, 1995.

Sample Goal:

10. The student will interact with age-appropriate friends on a frequent basis.

Objectives:

10.a. Given reminders from his parents and teachers, the student will interact with age-appropriate friends.

10.b. When interacting with friends, the student will demonstrate different levels of personal relationships (intimate friends, close friends, acquaintances).

10.c. When selecting friends, the student will select friends from those who do not have (as well as those who do have) a disability.

10.d. During activities, the student will participate with friends as opposed to watching others interact in social activities.

PERSONAL MANAGEMENT

Elementary Level

Example Statement:	The student will need assistance managing his personal needs. His parents have expressed that he currently does few if any chores around the home and is reminded to carry out personal hygiene. This area will be assessed and addressed before junior high school if it does not improve.

Sample Goal:

11. The student will independently manage her personal needs.

Objectives:

11.a. Given options, the student will select her clothing daily.

11.b. Following instruction, the student will dress herself unassisted on a daily basis by October, 1992.

11.c. Following instruction and supervision the student will perform personal hygiene tasks with reminders by December, 1992.

11.d. After practice, the student will follow rules of safety in the home and the community with minimal reminders.

11.e. After demonstration of chores, parents will designate home chores for her to carry out with few reminders on a regular basis by December, 1992.

11.f. Given a list of chores and activities, the student will manage her time effectively so all tasks can be completed on time before beginning fifth grade.

11.g. Whenever given an opportunity make purchases, the student will manage her money effectively through saving some and making wise purchases before beginning junior high school.

11.h. Given opportunities to cook, the student will prepare simple foods (snacks, etc.) with supervision if necessary, by third grade.

Junior High/Middle School Level

Example Statement:	The student demonstrates few personal management skills at this time. It may be necessary to reevaluate his needs before entering high school to determine age-appropriate goals in this area to better prepare him for independent adult living.

Sample Goal:

11. The student will independently manage his personal needs including hygiene, chores, budgeting, etc.

Objectives:

11.a. Given an alarm clock, the student will get up in the mornings without reminders by seventh grade.

11.b. Without reminders, the student will bathe and manage all personal hygiene needs on a daily basis by sixth grade.

11.c. Once a week, the student will be responsible to prepare a simple meal for himself and/or his family by seventh grade.

11.d. Following instruction from his parents, the student will wash, dry, press and hang up his own clothing on a regular basis by eighth grade.

11.e. Given household chores, the student will complete all assigned tasks to his parents satisfaction and make a list of other chores to do without reminders.

11.f. After instruction, the student will follow safety rules independently both in community and at home.

11.g. Given responsibility for his needs, the student will determine needs and purchase items needed for personal hygiene without reminders before entering high school.

11.h. Given chores and other responsibilities, the student will use his time wisely to meet other obligations the majority of the time by ninth grade.

Senior High Level

Example Statement:	A personal care attendant will be contacted to help meet any personal care needs _____ cannot meet because of her physical disability. Casper County Health Services will be contacted before she graduates to insure that services will continue after leaving the school system and home.

Sample Goal:

11. The student will independently manage his personal needs as an adult.

Objectives:

11.a. Given a list of daily tasks, the student will set her alarm clock and assume responsibility to get up and to activities on a daily basis without assistance or reminders before graduation.

11.b. After reviewing daily tasks, the student will use good judgment about going to bed on time by the tenth grade.

11.c. Once each week, the student will purchase items and prepare a meal for himself (and/or family) without assistance or reminders.

11.d. Given an income from a job or an allowance for completing household chores, the student will manage her money by making purchases for needed items while saving some money as well.

11.e. The student will perform routine household maintenance chores (wash dishes, wash clothes, clean, replace light bulbs, mow yard etc.) on a regular basis without reminders.

11.f. Given options, the student will select and care for clothing appropriate to meet her needs without reminders.

11.g. The student will maintain personal grooming and hygiene without reminders by tenth grade.

11.h. Following discussion and instruction on adult responsibilities, the student will describe a variety of methods of rearing children and assuming responsibilities for their health and well-being before leaving the school system.

LIVING ARRANGEMENT

Elementary Level

Example Statement:	The student will need assistance to live as independently as possible. ____ ____ offers no opinion at this time due to his limited verbal ability and exposure to other living options. His parents have expressed a desire for him to live outside the home, but are unsure of the options. Personnel from independent living facilities in the county will meet with parents to discuss options prior to entering junior high school.

Sample Goal:

12. The student will acquire skills and information to live as independently as possible upon graduation.

Objectives:

12.a. Following discussion of various types of living arrangements (homes, duplexes, apartments, nursing homes, family, roommates, etc.), the student will indicate which meet her interests and needs prior to entering high school.

12.b. Given an opportunity to visit with independent living facilities, the student and her parents will identify options to consider for living before leaving high school.

12.c. Upon determining options available, the family will express to the City Council or Senate Bill 40 Board the need for other options to be developed if necessary before the student enters senior high school.

Junior High/Middle School Level

Example Statement:	The student has expressed a desire to live with friends after completing her public school education. He does not have any plans and is unsure how to proceed. His parents are not sure they want her to move out of their house and state that she can live at home with them as long as necessary.

Sample Goal:

12. The student will prepare to live independently after completing public school education.

Objectives:

12.a. Given options of living arrangements (apartment, house, group home, etc.) before entering high school, the student will express a desire for the types of living arrangement he would like to meet his needs as an adult.

12.b. After determining the types of living arrangements of his interest, the student will demonstrate an understanding of the cost of living by planning a budget to meet his living needs as an adult by 9th grade.

12.c. After visiting three adult living options (apartments, trailers, houses, groups homes, etc.) the student will discuss the benefits and problems with living on his own and determine his adult needs before entering high school.

Senior High Level

Example Statement:	The student and her parents are not sure about the need for independent living and have stated they would prefer that she live at home as long as possible. This area will be explored by the parents and the student by visiting a number of independent living facilities and communicating with other parents whose children have graduated from school and either moved into an adult living situation or are remaining at home.

Sample Goal:

12. The student will live independently as an adult.

Objectives:

12.a. After discussions, the student and her parents will determine affordable and acceptable living options for the student before entering her last year of high school.

12.b. Using the want-ads from a variety of newspapers, the student will read and interpret ads for housing by the end of her junior year in high school.

12.c. Following discussion and instruction, the student will develop optional plans for independent living to meet her interests and needs as an independent adult by the 11th grade.

12.d. Given options, the student will decide on the housing arrangement that best meets her needs before exiting the public school system.

12.e. After visiting utility companies, the student will describe how to have the utilities turned on in a home in this community before exiting the public school system.

12.f. With parent permission and assistance, the student will obtain affordable and acceptable living arrangements upon exiting the public school system.

MEDICAL

Elementary Level

Example Statement:	The student has a number of medical needs that will require ongoing attention. Medical assistance will be established prior to the child's graduation from school following discussion with parents and their determination of what they can afford.

Sample Goal:

13. The student will learn ways to manage or ask for help to meet his medical needs.

Objectives:

13.a. Following discussion between the student and his parents, he will describe his medical needs to the best of his ability.

13.b. Whenever the student has a medical need, he will seek assistance from others to meet the needs he cannot attend to.

13.c. Given a prescription, the student will remind parents of need to take medication at given time periods in order to begin to assume responsibility for self-medicating.

13.d. When asked, the student will independently state his doctor's name by second grade.

Junior High/Middle School Level

Example Statement:	The student will need ongoing medical attention. To meet these needs in adulthood, further assessment and discussion between school and home must take place before leaving the school system.

Sample Goal:

13. The student will acquire skills needed to manage her medical needs prior to leaving the school system.

Objectives:

13.a. Given instruction on the types of medicines, the student will describe differences between over-the-counter and prescribed medications and the precautions to be taken with each before fifth grade.

13.b. After instruction, the student will independently describe situations in which a variety of medical care needs can be met (dental, internal medicine, child rearing, injury, etc.) by eighth grade.

13.c. Given instruction in basic first aid, the student will demonstrate proper procedures to handle emergency situations by the eighth grade.

13.d. When feeling sick, the student will independently describe how he feels to the doctor.

Senior High Level

Example Statement:	The student currently takes a number of prescription medications and will need assistance to insure they are taken daily. Parents and student will assume responsibility to contact the county health nurse and the group home facilities to determine who can best meet this need. This will be done before the student begins independent living.

Sample Goal:

13. The student will manage his medical needs with little assistance.

Objectives:

13.a. Given a variety of emergency situations, the student will demonstrate the proper steps to take in each case before the 11th grade.

13.b. After discussing his medical insurance needs with his parents, with his parents, the student will acquire medical insurance prior to independent living.

13.c. After instruction from parents and teachers and upon the need, the student will file accurate medical insurance papers with little if any assistance.

13.d. After discussion and parent permission, the student will take necessary medications independently.

13.e. When medical needs arise (physicals, ailments, etc.) the student will make a doctor's appointment with parent knowledge prior to living independently.

13.f. Given a number of ailments, the student will determine the differences between serious and minor illness and injuries by his sophomore year in high school.

13.g. When asked for directions for assistance with an emergency, the student will independently and accurately provide directions to the closest emergency room/hospital before leaving the school system.

13.h. Upon visiting the doctor, the student will describe his disability to the physician independently by his junior year in high school.

13.i. Following instruction from school and information from home, the student will accurately describe his family medical history and any allergic reactions to medicines he might have experienced by the 12th grade.

INSURANCE

Elementary Level

Example Statement:	The student will have ongoing insurance needs. Parents and school personnel will discuss needs prior to the student leaving the school system.

Sample Goal:

14. The student will acquire beginning skills to manage insurance needs.

Objectives:

14.a. Given information about family insurance to meet medical, dental and other needs, the student will describe the types of benefits obtained from insurance and the costs of continuing such benefits.

14.b. After discussing the student's needs, the parents and student will acquire insurance to meet those needs.

14.c. Following discussion of the student's needs, the family will acquire medicare/medicaid to meet medical needs.

Junior High/Middle School Level

Example Statement:	The student will require assistance in meeting insurance needs for medical, disability, auto, dental coverage. All of these will be acquired if possible before leaving her parents home.

Sample Goal:

14. Upon entering high school, the student will acquire skills needed to decide which types of insurance meet her current needs.

Objectives:

14.a. Following instruction and discussion, the student will demonstrate a basic understanding of the different types of insurance (medical, dental, disability, automobile, etc.) by the 9th grade.

14.b. After visiting the Social Security personnel, the student will describe how to obtain work benefits and Supplemental Security Income.

14.c. Following discussion of SSI, the student and parents will apply for SSI if needed before leaving junior high school and on an annual basis thereafter.

Senior High Level

Example Statement:	The student will have an ongoing need for insurance because of his disability. Before leaving the school system, adequate insurance should be acquired by the student and his parents to meet those medical needs.

Sample Goal:

14. The student will acquire insurance and independently manage her insurance needs.

Objectives:

14.a. After discussing automobile insurance, the student will select and/or acquire adequate insurance for her automobile.

14.b. Upon examining dental expenses and dental insurance, the student with her parents' assistance will select dental coverage to meet her dental needs before exiting the school system.

14.c. Given assistance in completing insurance claims, the student will complete a sample claim and keep in a safe place to use as a reference for completing others as the need arises.

14.d. Following guest speakers and discussion, the student will accurately describe the differences in various insurance (automobile, disability, medical, dental, unemployment, rental, life, health, etc.).

14.e. Following discussion of the types of insurance, the student will contact the insurance agent(s) needed to purchase insurance for him/herself.

Section Five

CURRICULUM

Overview

The foundation for a smooth entry into adult roles is based in the curriculum. A complete "transition curriculum" that works for all students is not available. Certainly there are curriculum materials which cover many of the adult outcome areas, but the curriculum identified for any student with a disability is that which is found in the IEP and based on assessment of that particular student's strengths and weaknesses. Because the educational program is individualized, it is not possible to use a content-centered curriculum to prepare all students for transition. The difference between a content-centered curriculum and a student-centered one is illustrated in the following example:

My Brother Daryl

18 years old, TMH (30-40 IQ), been in school for 12 years. Never been served in any setting other than elementary school. He has a number of years of "individual instruction." He has learned to do a lot of things! Daryl can now do a lot of things he couldn't do before!

He can put 100 pegs in a board in less than 10 minutes while in his seat with 95 percent accuracy.
But he can't put quarters in a vending machine.
Upon command he can "touch" nose, shoulder, leg, foot, ear.
But he prefers music; but was never taught how to use a radio or record player.
He can how fold paper in halves and even quarters.
But he can't fold his clothes.
He can roll Play Dough and make wonderful clay snakes!
But he can't roll bread dough and cut out biscuits.
He can string beads in alternating colors and match it to a pattern on a DLM card!
But he can't lace his shoes.
He can sing his ABC's and tell me names of all the letters of the alphabet when presented on a card in upper case with 80 percent accuracy.
But he can't tell the mens room from the ladies when we go to McDonald's.
He can be told it's cloudy/rainy and take a black felt cloud and put it on the day of the week on an enlarged calendar (with assistance).
But he still goes out in the rain without a raincoat or hat.
He can identify with 100 percent accuracy 100 different Peabody Picture Cards by pointing!
But he can't order a hamburger by pointing to a picture or gesturing.
He can walk a balance beam frontwards, sideways and backwards!
But he can't walk up the steps of bleachers unassisted in the gym to go to a basketball game.
He can count to 100 by rote memory!
But he doesn't know how many dollars to pay the waitress for a $2.59 McDonald's coupon special.
He can put the cube in the box, under the box, beside the box, and behind the box.
But he can't find the trash bin in McDonald's and empty his trash into it.
He can sit in a circle with appropriate behavior and sing songs and play "Duck, Duck, Goose."
But nobody else in his neighborhood his age seems to want to do that.

I guess he's just not ready yet.

(Lewis, 1987)

A student-centered curriculum would have Daryl prepared for real and age-appropriate situations.

How do we insure that our curriculum is student centered?

Realizing that all schools have diverse students, one way to insure a student-centered curriculum is to have available a full range of learning options for students and be ready to create a new option when it is needed.

Transition planning requires looking ahead to the environment the student will enter next, and the curriculum should prepare the student for this future environment. The following charts provide examples of curricular options based on future outcomes.

EMPLOYMENT

Student Outcome	Standard Curriculum Options
1. will succeed in postsecondary education (2-year community college)	1. takes college prep courses; is taught learning strategies; visits campuses; is referred to Vocational Rehabilitation; takes vocational courses in high school
2. will succeed in vocational training and be employed in related area	2. prevocational coursework; vocational classes; work experience in summer; related academics
3. will succeed with supported employment	3. functional curriculum; community-based training; work experience in a variety of settings; referral to Vocational Rehabilitation or Mental Health.

Student Outcome	Created Options
1. student needs supported employment; no job coach available	1. identify employer willing to train/supervise; train employer in techniques 2. identify community volunteer and train as a job coach

SELF ADVOCACY

Student Outcome	Standard Curriculum Options
1. will attend 4-year college	1. can explain disability, strengths, weaknesses and accommodations needed; asks for help and can seek out services; knows rights and responsibilities
2. will become employed in area related to vocational training	2. can explain disability, strengths, weaknesses and needed accommodations; knows rights and responsibilities; expresses needs clearly to employer
3. will succeed with supported employment	3. can explain disability, strengths and weaknesses; is able to express needs to employer and coworkers

Student Outcome	Created Options
1. student will make decisions	1. student and parents are taught a decision making process; student is encouraged to use it at home and at school; other teachers are informed and situations created to encourage student to make decisions; peers could also be involved

Aren't there some skills all students need?

Certainly there are skills that all students need for adult roles. The fourteen transition areas provide a guideline for addressing these skills throughout the curriculum K-12. There are other frameworks available to aid in examining curriculum for skills needed by all students. One of these is Life Centered Career Education (LCCE) (Brolin, 1989). LCCE provides outcomes for three domains: daily living skills, personal-social skills, and occupational guidance and preparation (Brolin, 1989). These three domains are divided into 22 competencies and 97 subcompetencies. The use of LCCE is meant to assist in developing those skills which are necessary for any individual to lead a successful adult life. LCCE encompasses a curriculum guide and activity books to assist teachers in designing a student-centered curriculum.

LCCE competencies are functional in nature and include:

Domain: Daily Living Skills
Competencies

1. Managing Personal Finances
2. Selecting and Managing a Household
3. Caring for Personal Needs
4. Raising Children and Meeting Marriage Responsibilities
5. Buying, Preparing, and Consuming Food
6. Buying and Caring for Clothing
7. Exhibiting Responsible Citizenship
8. Utilizing Recreational Facilities and Engaging in Leisure
9. Getting Around the Community

Domain: Personal-Social Skills
Competencies

10. Achieving Self-Awareness
11. Acquiring Self-Confidence
12. Achieving Socially Responsible Behaviors
13. Maintaining Good Interpersonal Skills
14. Achieving Independence
15. Making Adequate Decisions
16. Communicating with Others

Domain: Occupational Guidance and Preparation
Competencies

17. Knowing and Exploring Occupational Possibilities
18. Selecting and Planning Occupational Choices
19. Exhibiting Appropriate Work Habits and Behaviors
20. Seeking, Securing, and Maintaining Employment
21. Exhibiting Sufficient Physical-Manual Skills
22. Obtaining Specific Occupational Skills

(Brolin, 1989).

The Life Centered Career Eduction is being utilized in a number of programs for students with disabilities. This curriculum meets the needs of some individuals with disabilities while also meeting some of the core competencies and key skills required for graduation from schools (Boyer-Stephens, 1990). The LCCE curriculum contains 97 subcompetencies which relate to the 22 competency areas. The following pages demonstrate how these competencies also relate to the 14 transition areas.

LCCE Subcompetencies and Transition Areas

Career Planning Options

70. Identify remunerative aspects of the work
71. Locate sources of occupational and training information
72. Identify personal values met through work
73. Identify societal values met through work
74. Classify jobs into occupational categories
75. Investigate local occupational and training opportunities
76. Make realistic occupational choices
77. Identify requirements of appropriate and available jobs
78. Identify occupational aptitudes
79. Identify major occupational interests
80. Identify major occupational needs
94. Demonstrate stamina and endurance
95. Demonstrate satisfactory balance and coordination
96. Demonstrate manual dexterity
97. Demonstrate sensory discrimination

Employment Options

81. Follow directions and observe regulations
82. Recognize importance of attendance and punctuality
83. Recognize importance of supervision
84. Demonstrate knowledge of occupational safety
85. Work with others
86. Meet demands for quality work
87. Work at a satisfactory rate
88. Search for a job
89. Apply for a job
91. Know how to maintain post-school occupational adjustment
92. Demonstrate knowledge of competitive standards
93. Know how to adjust to changes in employment

Postsecondary Training

*Competencies under most of the other areas are needed to succeed in living, working and studying independently in postsecondary institutions.

Financial Assistance/Income Support

*3. Keep basic financial records
62. Locate and utilize sources of assistance

Recreation/Leisure Activities

33. Demonstrate knowledge of available community resources
34. Choose and plan activities
35. Demonstrate knowledge of the value of recreation
36. Engage in group and individual activities
37. Plan vacation time

Community Participation

*1. Count money and make correct change
*2. Make responsible expenditures
*3. Keep basic financial records
4. Calculate and pay taxes
*5. Use credit responsibly
6. Use banking services
10. Set up household
20. Purchase food
27. Purchase clothing
29. Demonstrate knowledge of civil rights and responsibilities
30. Know nature of local, state and federal governments
31. Demonstrate knowledge of the law and ability to follow the law
32. Demonstrate knowledge of citizen rights and responsibilities
51. Develop respect for the rights and properties of others
52. Recognize authority and follow instructions
53. Demonstrate appropriate behavior in public places

Transportation

38. Demonstrate knowledge of traffic rules and safety
39. Demonstrate knowledge and use of various means of transportation
40. Find ways around the community
41. Drive a car

Living Arrangements

9. Select adequate housing

Personal Management

*1. Count money and make correct change
*2. Make responsible expenditures
*3. Keep basic financial records
*4. Calculate and pay taxes
*5. Use credit responsibly
*6. Use banking service
7. Maintain home exterior/interior
8. Use basic appliances and tools
11. Maintain home grounds
12. Demonstrate knowledge of physical fitness, nutrition and weight
13. Exhibit proper grooming and hygiene
14. Dress appropriately
15. Demonstrate knowledge of common illness, prevention and treatment
16. Practice personal safety
17. Demonstrate physical care for raising children
18. Know psychological aspects of raising children
19. Demonstrate marriage responsibilities
*20. Purchase food
21. Clean food preparation area
22. Store food
23. Prepare meals
24. Demonstrate appropriate eating habits
25. Plan and eat balanced meals
26. Wash/clean clothing
*27. Purchase clothing
28. Iron, mend and store clothing
67. Recognize and respond to emergency situations

Medical

*33. Demonstrate knowledge of available community resources

Socialization/Friends

*34. Choose and plan activities
*47. Describe others perception of self
*48. Accept and give praise
*49. Accept and give criticism
57. Establish and maintain close relationships
59. Make and maintain friendships
*68. Communicate with understanding
*69. Know subtleties of communication

Insurance

*3. Keep basic financial records
*33. Demonstrate knowledge of available community resources

Advocacy/Legal Services

Self-Advocacy

42. Identify physical and psychological needs
43. Identify interests and abilities
44. Identify emotions
45. Demonstrate knowledge of physical self
46. Express feelings of self-worth
47. Describe others perception of self
48. Accept and give praise
49. Accept and give criticism
50. Develop confidence in one's self
54. Know important character traits
55. Recognize personal roles
56. Demonstrate listening and responding skills
59. Strive toward self-actualization
60. Demonstrate self-organization
61. Demonstrate awareness of how one's behavior affects others
63. Anticipate consequences
64. Develop and evaluate alternatives
65. Recognize nature of a problem
66. Develop goal-seeking behavior
*68. Communicate with understanding
*69. Know subtleties of communication

Many of the subcompetencies overlap into multiple transition areas. This is important to note as most skills we teach should overlap into multiple areas of life. This overlap helps in reinforcing skills and in the students realization of the importance and relevance of the skills.

***repeated under another transition area**

How would you use the Transition Areas to develop curriculum?

Transition planning requires a new way of looking at students and their educational programs. Traditionally, the individualized education program has focused on academic skills needed to exit positively from high school and the *annual* goals and objectives designed to measure the progress toward those skills. Transition planning requires a modification of this framework. It demands that the IEP team create a vision of the student as an adult and plan for the adult environments the student will enter. Adult environments will demand a multitude of roles.

The concept of transition planning is much broader than planning for employment or postsecondary education. Although the vocational dimension is essential, transition planning requires the team to examine all areas of adult functioning.

In order to develop curriculum or activities for the 14 areas of transition, one must understand what each of the areas entail. The following pages give examples of each of the 14 areas and how they might be addressed in a K-12 curriculum. Many areas overlap, as is to be expected. One area of functioning in anyone's life is bound to effect and/or impact another area. These overlaps can be useful in reinforcing skills from one grade level to the next.

Career Planning

This dimension relates to a student's self knowledge, including strengths and weaknesses, inter-personal skills and work habits and knowledge of occupations. The *Missouri Comprehensive Guidance Program: A Model for Program Development, Improvement and Evaluation* (Starr & Gysbers, 1989) (elementary/junior high/senior high) can teach students competencies to better prepare them to make career decisions upon entering high school. Although counselors usually implement the curriculum, teachers can also access the materials and conduct activities in their classrooms with the support of the counselor. Teachers of students with disabilities can incorporate these competencies into their curriculum at all grade levels.

Employment Options

Employment options should be explored with the student and his or her parents. A vocational evaluation can be helpful in determining the student's interests, abilities and plans for an appropriate educational program. Vocational evaluation can occur as a part of a three-year re-evaluation for students by age sixteen, or in junior high or middle school. Vocational training may be appropriate for some students. If vocational training is a possibility, a representative from the vocational school must be present at the IEP meeting and help determine vocational goals and objectives. The *Carl D. Perkins Vocational and Applied Technology Education Act of 1990* (AVA, 1990) requires that vocational programs receiving federal dollars assure equal access and supplemental services for students with disabilities. This law also states that vocational schools will provide transitional services for students.

Special educators might provide other employment preparation options for students based upon their future needs. These might include work-study programs, community-based instruction, supported employment, and work experience programs (including in-school jobs, career shadowing, summer employment and job try-outs).

Postsecondary Education

Some students planning to enter postsecondary training institutions may need a referral to the Division of Vocational Rehabilitation, referral to the postsecondary personnel responsible for students with

disabilities, and self-advocacy training in order to be able to explain the disability and accommodations needed. Contact with postsecondary personnel should be documented in the IEP. When other agencies are needed for future goal attainment, they should be invited to the IEP meeting (with permission of parents) for planning purposes.

Financial Assistance/Income Support

Discussion of the student's adult financial needs must occur. Some students and their parents will need the help of a Social Security representative to obtain/maintain Social Security Income (SSI). Other students need to be made aware of the cost of various lifestyles and the wages of certain occupations. Social Security, the Division of Social Services and Family Services, Employment Security, Vocational Rehabilitation and the Department of Mental Health are all agencies that can help provide information relative to financial needs of students. This adult dimension should be examined and contacts made when necessary.

Community Participation

This area relates to the student's knowledge of and participation in integrated activities in the community. The transition planning team discusses the current participation of the student and then designs activities to promote increased participation as needed. Activities can be as simple as eating at McDonald's or as complex as looking for an apartment (costs, leases, rental insurance, utility costs, etc.). Many of these activities can be accomplished by the student and/or parent(s) on weekends or evenings.

Advocacy/Legal Services

Discussion of guardianship/conservatorship issues, wills/trusts, and advocacy issues may be needed for some students and their parents. Teachers may not be well-versed in these issues, but could provide resources to interested parents. Legal aid or community lawyers may be willing to provide a workshop for parents and students or agree to have their names published in a resource directory. Social Security representatives may also need to be involved.

Transportation

The student's ability to utilize transportation as an adult needs to be examined. After school, many students have ongoing needs in trying to get to appointments, work, etc. The *Americans with Disabilities Act of 1990* (P.L. 101-336) mandates comparable transportation in communities that currently provide public transportation. Where public transportation is not available, creative ideas need to be developed. Some possibilities might be: car pooling (where the student pays part of the costs), locating housing within walking distance to work, exploring the possibilities for new transportation services with the City Council and Small Business Administration, working with the Senate Bill 40 (SB 40) Board (or establishing one for the county), paying retired citizens for transportation, exploring the transportation provided for older adults, and exploring monies available from the Department of Mental Health. Plans for these services need to be made prior to graduation and appear in the IEP.

Recreation/Leisure

Preparing students to take advantage of healthy recreation/leisure activities can begin in school with extracurricular activities. Students must be encouraged to explore activities within the community as well. Participating in Parks and Recreation activities, church activities, biking, parties, etc., should be discussed with all students. This area can be integrated fairly easily with community participation and socialization activities to enhance the student's ability to participate in a variety of leisure activities in the community after exiting high school.

Self-Advocacy
Students should be able to describe their strengths as well as their limitations. In addition, they should know what accommodations they need for success in either postsecondary education or employment settings. The *Americans with Disabilities Act of 1990* (P.L. 101-336) prohibits employers from asking about a disability. Therefore, the student must be prepared to address the implications of their disability to the employer as well as the accommodations needed for the job. Students should be familiar with their adaptive technology needs, costs and availability.

Insurance
Discussion in this area covers the gamut from SSI to the various types of insurance available to the general public. Students need to be familiar with life, health, dental, workman's compensation, Social Security, and car insurance. Many students will have coverage from employers, but plans must be made to help them as adults to know where to turn if insurance is not available to them. Health insurance is a primary concern of both students and parents, and a resource guide can be made available listing places to call for information (such as the Missouri Insurance Commission Office).

Socialization/Friends
Research has demonstrated that students with disabilities lose jobs due to lack of social skills. More recent research indicates that students with disabilities often lack close friendships and they become isolated as adults. Schools can and do address these issues, but transition planning in this area requires the IEP team to address the issue on a more systematic basis. The creation of a circle of friends (Perske, 1990) can extend to after-school hours and into adulthood. As other transition areas are addressed (community participation, leisure/recreation) the socialization dimension can be practiced and reinforced prior to graduation.

Personal Management
This area includes what traditionally has been termed "life skills": budgeting, money management, hygiene skills, personal skills, safety, parenting, household management and food preparation. Community participation, socialization and some aspects of leisure/recreation may overlap with this area. In fact, sometimes occupational preparation may overlap, such as vocational food service programs. Transition planning includes teaching these skills and identifying any service that might be necessary for the student as an adult. These services are often linked to the next area, living arrangements.

Living Arrangements
Transition planning must address the future living environments for students. Many students will need minimal planning in this area, as preparation for apartment living and/or dorm living may be addressed through other areas (personal management, socialization, community participation). However, for students who may need supported living environments, early planning and interfacing with other agencies is essential. The Department of Mental Health is usually involved, SB 40 Boards which maintain group homes may be involved, or attendant services may need to be accessed. Discussion of future living arrangements should begin no later than age 16 for all students, and even earlier for students who will need support in a living situation.

Medical
This area may fall under the insurance or income support dimension for some students, but for those students with extensive medical needs, early planning is vital. For many students and their families, medical benefits may become a stumbling block in seeking competitive employment. New programs

allow individuals to retain benefits while working. Cost of attendant care and obtaining medical insurance when changing jobs should be discussed so the student and family are aware of alternatives. Other agencies will need to be involved in these discussions or the family provided with resource persons with whom they can discuss and plan for adult concerns prior to graduation.

Through transition planning, many traditional academic goals and objectives will be embedded in the larger picture of preparing a student for adulthood and will become more functional and relevant. The following pages give examples of skills and activities that could become part of the curriculum for students with disabilities K-12. Resources are also offered. Teachers will recognize the many academic skills needed to accomplish these activities. The activities are listed under the transition areas so teachers can more easily see the relationship of instruction to the long-range planning necessary for successful transitions.

CAREER PLANNING
AND
EMPLOYMENT OPTIONS

Career Planning and Employment Options

These areas are the broadest transition areas and are easily infused into any curriculum. The *Missouri Comprehensive Guidance Program* (Starr & Gysbers, 1989) has delineated competencies in these areas and counselors across the state are implementing this program. Classroom teachers should become familiar with the competencies and activities of the Guidance Program and can implement many of the activities themselves.

Elementary

As early as elementary school, career awareness needs to be a part of the curriculum. Instruction needs to include exploration of the types of jobs in a community as well as the related facts about a variety of careers. Students with disabilities need career awareness to prepare for each of their transitions. Career awareness should be a part of each lesson, emphasizing the career opportunities afforded a person with certain skills. Information about careers may be a motivating factor in a student's educational experience. Students who clearly acknowledge the need to learn skills to get jobs they want are more likely to complete their education and are less likely to join the ranks of the dropouts.

Career education at the elementary level should provide:

- instruction and guidance for developing positive habits, attitudes and values toward work and daily living;
- instruction and guidance for establishing and maintaining positive human relationships at home, school and work;
- instruction and guidance for developing awareness of occupational alternatives;
- instruction for an orientation to the realities of the world of work, as a producer and as a consumer; and
- instruction for acquisition of actual job and daily living skills.

The above goals emphasize work as a vital part of one's life. The ultimate goal of career awareness is being able to identify a satisfying career for oneself.

Elementary teachers are typically quite creative and resourceful. They use whatever materials are at their disposal and develop activities that will enhance their lesson plans. If the saying "learn by doing" were ever appropriate, this is the time. Being able to communicate how to perform a task is an important skill, though secondary to being able to perform the specific task. Skills are taught using concrete and kinesthetic techniques.

Activities used to develop values, attitudes and habits for K-3 students should concentrate on the child's immediate surroundings--home and school. Make believe playing or role playing situations can aid in exploring interest areas and acting out feelings as well as helping the child experience the value of others. Children at this age also respond to stories, filmstrips, records, songs, manipulative play with dolls, puppets, stuffed animals and television or video programs. Children with reading deficits need activities that will enable them to receive the information without always having to read it for themselves. The child who is learning disabled, emotionally disturbed, or mentally retarded needs activities that will involve the greatest response whether it is visual, auditory, or tactile-kinesthetic (Clark, 1979). Beginning with the child's immediate environment and going from the familiar to the unfamiliar, the concrete to the abstract, may urge the child to move beyond his or her immediate environments. Career awareness activities hold the interest of children at the elementary level in many ways. They can be used to reinforce other academic concepts while enabling the child to learn about the world around him or her.

Some suggested activities might be:

- Interviewing parent(s) or guardian about their jobs.
- Drawing pictures of parent(s) or family members at work.
- Playing dress up with adult hats, uniforms, costumes, etc.

Middle School/Junior High Level

Career awareness begins in the elementary school and is followed up with career exploration and prevocational training at the middle school level. Orientation activities begin in the junior high/middle school grades and are designed to:

- build further on students' career interests;
- try out different activities or occupations through hands-on experience; and,
- help students become familiar with work environments and master the basic skills of reading, writing, and mathematics which are required in all jobs (Greenan & Browning, 1989).

Orientation activities can be incorporated into lesson plans for each content area in the junior high/middle school years. They can also be taught through the vocational and laboratory classes of industrial technology and home economics on either a year-long or semester basis (Greenan & Browning, 1989).

Work for all persons provides pride, satisfaction, personal fulfillment, and income. For successful employment, students need skills and behaviors appropriate for competitive employment and support services to secure and maintain competitive employment (Berkell & Gaylord-Ross, 1989). Career exploration and prevocational training should include the employee traits wanted by the corporations and small businesses. These traits include:

- strong communication skills
- the ability to handle responsibility and take initiative
- self-confidence
- cooperation
- skill in handling interpersonal relationships and resolving conflicts
- imagination
- flexibility
- dependability
- competitiveness
- commitment to achieving goals

Self-awareness activities remain important in the middle school years. Brolin and Schatzman (1989) stated that:

> "During the middle school and junior high school years it is important that a planned sequence of career awareness experiences and career exploration opportunities be included within school curricula, with generous use of home and community assignments. Although academic skills continue to be important, greater amounts of time should be devoted to career development and LCCE competencies. Educators can incorporate a variety of prevocational activities, work samples, in-school work experiences, meaningful industrial arts and home economics projects, and work assignments in the home. Other important roles, such as avocational, homemaking, and volunteer activities can also be emphasized during this time" (p. 36).

Middle school students can begin to learn how to function in their community through field trips, classroom discussions, and classroom activities with local area maps (student made), restaurant menus and activities using money. Working at school concession stands is a functional method of gaining

experience with making change, use of a calculator, cleanliness, working together and being pleasant with customers.

High School Level

Vocational training is the process of providing skills training which will be useful to an individual prior to job placement. Successful vocational training is dependent upon the success of career awareness during the elementary years and vocational exploration during the junior high/middle school years. Following a vocational evaluation during the early high school years, vocational training should begin. Vocational training can occur in a variety of settings: comprehensive high schools, area vocational technical schools, community colleges, as well as the community.

Prevocational Training

Prior to placement in a vocational program, the student might require some prevocational skills training or job tryouts. There are various methods that might help with this training and exploration. For example:

Develop a grocery service for teachers. At the beginning of the school year, provide teachers with information about the service and ask them to subscribe. Weekly or even daily, teachers submit grocery lists along with money for purchases. Students could then comparative shop either using newspaper advertisements or on location to purchase the best buys. Transportation for services could be arranged by using community volunteers, service organizations, or school buses for this related service.

Provide a mock interview to prepare students for employment. Students can go to various places of employment and obtain job applications. After the applications are completed, students will set up mock interviews with the employers. Variations to this idea include: providing students with questions prior to interviews, videotape interviews, conduct a pre-interview using various building personnel, or invite the business personnel to come to school to conduct the interviews.

Take the class to the laundromat, swimming pool, gymnasium, restaurant, bowling alley, library, post office, court house, etc. to expose students to a variety of jobs. The community is full of learning situations that should be utilized often since the community is where practical application of skills will occur. Be creative in organizing transportation by walking, riding bicycles, using public transportation when available or car pooling.

Organize the classroom as a simulated business. When students arrive in the morning, they might be required to clock-in using a time clock or sign-in sheet. The classroom could be run as a small business such as described in *On-the-Job Curriculum* designed by Christa Cates of Oak Grove, Missouri. Students receive a "paycheck" based on the amount of work completed. The students could keep a checking account and pay money for rent of desks, utilities, recreational activities, etc.

Additional training could be established within the high school by developing school/business partnerships where businesses bring in work to be done within an established training site. Examples include putting pamphlets together, stuffing envelopes, and typing. By including community businesses in the vocational training process, a number of positive outcomes occur.

- On-site vocational training provides for close supervision of students while they receive training in a supportive environment.
- Positive relationships will be established with community businesses that would help facilitate future community training sites.

- Students would be allowed to train for and develop numerous skills for future employment.
- Transportation for students to training sites could be eliminated. Training might occur at the comprehensive high school, area vocational technical school, or the community business during the day.

Vocational training in the high school can take many forms. Training sites can be developed in a number of areas: cafeteria, custodial, clerical, science lab, librarian, etc. Developing training sites in the cafeteria may include various positions such as dishwasher, cook, server, or cashier. Or it might include jobs like sorting silverware, filling salt and pepper shakers, sweeping floors, washing tables, replacing chairs, etc. Within the custodial department a student could be trained in duties such as sweeping hallways and classrooms, cleaning bathrooms, walls and offices, emptying trash, painting walls, cleaning drinking fountains, filling soda or milk machines, scrubbing lockers, washing windows, picking up the rubbish from the playground or walkways, sweeping gravel back into graveled areas, etc. While being trained for secretarial skills, a student might learn such skills as typing, filing, counting or sorting change, answering the telephone, taking messages, mailing letters, delivering mail, stuffing envelopes, folding papers or copying letters. A student might receive animal care training either within the science department or in the agriculture department.

Community-Based Vocational Training

Community skills training is an important component in the skill development of an individual who will transition into that community. Simulated work situations are frequently used in classrooms. However, these artificial environments are obviously not as functional as the natural environments. The community provides numerous opportunities for student learning and interactions. The community environment frequented by the students and their families should be the ideal environment used to directly teach skills. This natural setting provides the needed bridge to assist students in generalizing skills to new settings and situation. Communication, reading, writing and math skills can all be taught in the community.

Reading and writing skills could be taught through:

The bus . . . . . obtaining a bus schedule, determining correct bus stops for boarding and destination.
The bank . . . . . .reading bank statements, check stubs, filing important information.
The grocery store. . . . . locating aisles and departments, using shopping lists.
Restaurants . . . . . identifying "wait to be seated" or "seat yourself" signs, making selections from the menu.

Math skills can be taught through:

The bus. . . . . .determining bus number appropriate for destination, determining time bus departs, determining correct change for fare box.
The bank. . . . . adding change for deposit, counting correct change, identifying correct change received.
The grocery store. . . . .determining enough/not enough money for purchases, paying cashier after total is given, size identification.
Restaurant. . . . . paying appropriate amount, determining cost of entrees, determining enough/not enough money, determining amount of gratuity.

Senior high school students may need assistance in developing the following community skills:

Registering to vote;
Using personal or public transportation;

Assisting an injured person;
Utilizing safety procedures for protection within the community;
Communicating with peers;
Locating various places of business using the telephone book and a city map;
Engaging in recreation/leisure activities;
Answering a telephone and placing telephone calls; and
Reading clocks, charts and schedules.

There are many more skills which students may need to be taught prior to graduation. Initial instruction given to students about these skills will occur within the classroom or school setting. It is important to remember that the student will need to generalize these skills into the environment where they will be performed naturally.

Transition programs that utilize community-based instruction must develop community vocational training sites. It is preferable to use training sites by rotating students through different sites so they acquire more vocational skills. The first step in developing a community based vocational training program is to conduct job analyses and compile a job bank of possible placements throughout the community. These two procedures will provide easier access to possible vocational training sites within the community, as well as assist in job placement following training.

The first step in developing a job bank is to locate various potential employers through the use of the telephone book, the Chamber of Commerce, or some other listing. Compile the basic information concerning each business during a scheduled visit and interview. Insert that information into a file or computer network. Personal contact made during the interview allows for inquiry about the willingness of each business to participate in community based vocational training. If the employer is willing to participate; select and place students carefully, following the training program as it was agreed upon by the employer. It is important to always be available to employers should a problem arise. This guarantee of concern for quality work may better insure a continued possible placement.

Vocational-Technical School Training

Transition programs can also utilize vocational-technical schools for vocational training when appropriate. During a vocational evaluation, it might be determined that vocational classes within the high school or at an area vocational technical school would be an appropriate placement for vocational training.

Job placement within a secondary transition program usually occurs at the eleventh or twelfth grade, although it can occur earlier depending on the student's individual needs. For the student with a mild disability, job placement may occur through a vocational education class (COE). The student may receive prevocational preparation and training prior to his junior year. At the eleventh grade, the student might enroll in a prerequisite class and during the senior year, work two to three hours a day as well as attend an advanced marketing class. Job placement and supervision would be the responsibility of the COE teacher and employer with appropriate goals and objectives regarding the student's needs in the IEP. Given some modifications, this type of program might be appropriate for some students with moderate disabilities as well.

Cooperative School-Work Program

Students in secondary programs might need employment training in specific job sites but not be interested in or need to take the COE class. The cooperative school work program, an interagency agreement between vocational rehabilitation and the individual school district, provides such a program. Students are evaluated for vocational rehabilitation eligibility and if determined to be eligible, they may work before, during, or after school for credit through the cooperative school work program. Job sites for these programs are established by the vocational adjustment coordinator (VAC). A VAC is a special education teacher for the district who is given some release time to develop job sites for students. Vocational rehabilitation counselors may also assist in locating job sites and supervise working students as this may require a team effort.

Transition Area
CAREER PLANNING LEADING TO EMPLOYMENT

Skills	Activities	Resources
	Elementary	
positive work habits, attitudes and values	role playing, creating a store, home chores	videos, books, records, songs, puppets, dolls, stuffed animals, bus schedules, restaurant menus, parents
establish and maintain positive human relationships	cooperative learning, role playing, creating a group story	
awareness of occupations	field trips, community speakers	community businesses, local Chamber of Commerce
acquisition of job skills	play store/office/bank, create a "community" in the classroom	*On the Job Curriculum* (Cates)
acquisition of daily living skills	use real money, restaurant menus, home chores	*Implementing Career Education at the Elementary School Level* (Boyer-Stephens, 1990)
basic skills	use bus schedules, newspapers, grocery ads, checking/savings accounts	bus station, local bank, newspaper office
	Middle School/Junior High	
expand knowledge of careers	relate academic content areas to careers, attend Career Day	*Missouri View*, (Grogan's computer program for school counselors [see page 232 of General Resources]); school/business partnerships, vocational school (VRE)
hands-on exposure to careers	volunteer experiences, job shadowing, vocational assessment, technology courses, home economics courses, homework assignments such as interviewing workers	vocational evaluations; job shadowing; volunteer work; *Access Skills: Generic Informal Assessment Instruments* (Boyer-Stephens & Wallace, 1990); *Access Skills: Employability and Assessment Study Skills and Curriculum Guide* (Flanagan & Johnson, 1987); community/ business employers
self confidence	realistic assessment of strengths and weaknesses, self-control/self-advocacy skills, self-esteem	school counselor; *Missouri Comprehensive Guidance Program* (Starr & Gysbers, 1989)

Transition Area
Career Planning Leading to Employment
(continued)

Skills	Activities	Resources
communication skills (self advocacy)	interview worker in area of interest	family, adults, local businesses
interpersonal skills	cooperative learning, tutoring younger students	
work habits	in-school work sites	
	High School	
career decision making	develop a 4-year plan	employers, school/business partnerships, JTPA representative, DVR, DMH
career preparation	work experience (summer or during school year), vocational training, community-based instruction, supported employment, work-study program, cooperative occupational programs, apprenticeship programs, in-school work sites	apprenticeship/union representatives, Employment Security, local businesses, DVR
interpersonal skills	team projects	

POSTSECONDARY TRAINING

Transition Area
POSTSECONDARY EDUCATION

Elementary Level

It should not be assumed that all students with a disability will immediately enter the work force upon completion of high school. Many students require additional training and education. For some students with moderate or mild disabilities, postsecondary education might include attendance at a community college, technical school or a four-year college.

Students at the elementary level need to have exposure to as many career options as possible. During these years, the aspirations of students should be enhanced. Students need to begin to realize that many jobs will require further education after high school, as well as the need for life-long learning, whether this is formal or informal education.

The elementary years form the foundation for later options. Not only are basic academic skills important, but relating these academic skills to life tasks (functional academics) produces more motivation to learn. For example, worksheets for basic arithmetic operations can be deadly, but creating activities whereby students must use addition, subtraction, multiplication or division for buying clothes, fixing food for a party, figuring out their portion of a meal, etc. will result in the relevancy students need to master these tasks.

Students at the elementary level also need to develop and enhance basic work habits, study skills, and social skills. These skills are vital to their success in postsecondary education and other facets of adulthood.

Middle School/Junior High Level

The student with a mild/moderate disability who is considering attending a postsecondary institution to receive additional training and education should prepare for this situation by acquiring a number of strategies for learning and completing all high school requirements. The special services department might address study strategies, study skills, and self-advocacy. Any modifications made to regular education classes should be noted in the IEP. Students at this age need to see the relationship between their studies and their future goals. They should become more aware of their strengths and limitations and focus on self-advocacy skills. Student participation in IEP development is essential as students can learn to express their needs and future plans.

Early vocational assessment is a must in order to utilize secondary vocational training prior to graduation. Vocational assessment can occur as a part of a three year re-evaluation and can provide the student and the planning team pertinent information about the student's interests, abilities and special needs. Many times a vocational assessment can help a student become more focused on academic skills, as career interest areas and job requirements are clarified as part of the vocational assessment process.

High School Level

Many students who go to college enroll in vocational coursework in high school. Students with disabilities may benefit from a vocational course, depending upon their career goals. A student interested

in engineering could benefit from a course in electronics; one interested in architecture could gain skills in CAD drafting. Vocational training is not for all students. The vocational assessment can help the IEP team assist the student in deciding the best program. Some students may benefit from work experience, some may need to concentrate on core courses and study strategies.

The IEP team should insure that students going on to postsecondary training have explored various institutions, understand the support services offered, know how to access the support services, can express the accommodations they need, have the study skills and strategies necessary for success, and that students have been referred to appropriate agencies prior to graduation.

A few postsecondary institutions around the country have instituted summer coursework to enable students with disabilities to attend college for a short period of time prior to beginning regular college coursework. These courses typically instruct students on how to live on a campus, how to use the library, where to purchase books, how to contact someone when assistance is needed, how to study and how to have fun. This prior training may better equip adults with disabilities to be successful in the new learning and living environments of the campus. A resource list for information on postsecondary institutions can be found in the general resource section of this manual.

Students with more severe disabilities may also need postsecondary education. This education may best be obtained through the community's Adult Education classes. A number of courses are available through some daytime or evening Adult Education classes. Students may only begin to learn skills in these short-term classes, but they may also make some new friends; two important reasons for considering postsecondary educational opportunities.

Transition Area
POSTSECONDARY TRAINING

Skills	Activities	Resources
	Elementary	
basic academic skills, social skills, career planning, study skills, self-advocacy skills, self-help skills	infuse career education, role playing, cooperative learning, conflict resolution, encourage choices	*Implementing Career Education at the Elementary School Level* (Boyer-Stephens, 1990).
	Middle School/Junior High	
complete credits, identify strengths/weaknesses, identify accommodations needed, explore careers, study strategies, social skills, join clubs of interest, complete 4-year plan	job shadow, volunteer work	community-based instruction, encourage choices, community business mentors, cognitive strategies, school clubs, family, adults
	High School	
complete credits, explore postsecondary settings, decide on preliminary career goal, plan for meeting financial needs, insure satisfactory living arrangements, obtain work experience, self-advocacy, social skills, referral to adult agencies	visit institutions, explore adult education offerings, research institutions with support services, refer to Division of Vocational Rehabilitation, encourage choices, explore housing options, refer to Division of Mental Health	adult/community education classes, technical schools, college support services, admission booklets from postsecondary institutions, Disabled Student Service Office, Division of Mental Health, Division of Vocational Rehabilitation

SOCIALIZATION/FRIENDS

Transition Area
SOCIALIZATION/FRIENDS

Social skill deficits may create barriers for students with disabilities. The lack of social skills may reduce the number of friends, reduce the likelihood of success in "mainstream" coursework, and decrease the student's ability to generalize information across settings which is necessary for postschool adjustment. These deficits are observed in some students in all categories of exceptional children (Guralnick, 1981; Haretup, 1980). Curriculum must concentrate on improving the social skills of students with disabilities and support their initiating and maintaining friendships with age-appropriate peers.

Elementary Level

Socialization skills are frequently stressed in many elementary classrooms. Opportunities for teaching skills for getting along with others, following directions, expressing feelings and having friends occur naturally during the elementary years. Creating a circle of friends for young students with disabilities is often easy to do, since most young children are very accepting of others. Social skills are quite often a priority in the early elementary years, but attention to these skills decreases as students progress through school. The foundation laid in elementary school needs to be continually built upon throughout the school years.

Middle School/Junior High Level

Teachers often cite the problems students have adjusting to middle school/junior high. The "rules" have changed: content is stressed (not individuals), students change environments every hour and must adjust to 6-7 different classroom rules a day, interaction with peers occurs between classes and rarely within classes. Infusing social skills instruction is critical for student adjustment. Many students with disabilities lack accurate social perceptual skills (Minskoff, 1980). Thus, curricular offering must include not only time for social interaction, but instruction and feedback in those interactions. Students must be taught how to perceive social situations. They must learn when to approach someone and when it is appropriate to wait for a cue to initiate interaction. Students frequently do not interpret the nonverbal cues given by their teachers, parents or peers. Providing opportunities for interaction and modeling appropriate skills is one way to assist the student in learning skills needed to perceive social cues accurately. The middle school/junior high years offer both classroom and extra-curricular activities for teachers to reinforce social skills and encourage friendships.

High School Level

The high school years abound with opportunities to reinforce social skills and friendships. Many teachers are involved in extracurricular activities where they can observe students in less structured settings. Teachers can help students with disabilities become an integral part of the activity, teaching appropriate social skills. Even in the classroom, teachers can reinforce social skills by using cooperative learning techniques. Providing interaction between students with disabilities and their non-disabled peers is frequently the best method of teaching communication and social interaction skills. Students need opportunities to ask for assistance, to order food in restaurants, to offer to help someone else, to respond to the questions of peers (in person as well as over the telephone) and to seek friendships.

Transition Area
SOCIALIZATION/FRIENDS

Skills	Activities	Resources
	Elementary	
expressing feelings	observe others; describe feelings being expressed and imitate those feelings; describe situations in which students had (or expect to have) difficulty expressing feelings and role play, receiving feedback from peers and teachers; given situations related to jobs that may create difficulty in expressing feelings, students will discuss reason for difficulty and methods to handle the situation	*Teaching Social Skills to Children* (Cartledge & Millburn, 1986); school counselor, *Missouri Comprehensive Guidance Program* (Starr & Gysbers, 1989)
demonstrate a positive self attitude	describe positive traits of self; take pictures of one another doing tasks positively and share with the class; videotape students at various times of the day and demonstrate how their attitudes show both verbally and non-verbally; write a weekly note to parents describing students positive traits; given the opportunity to help others, students will describe how helping others could make them feel good about themselves	*Think Aloud* (Camp & Bash, 1985); LEA media lab, school librarian
following directions	given 2 to 3 oral directions, the student will complete the task in sequence; given 3 to 5 written directions, the student will move to the appropriate location; given 3 to 5 oral directions, the student will listen carefully, ask questions if misunderstood, repeat the instructions and do what has been asked; given a recipe to make a new food, the student will follow directions to complete a tasty dish; given directions to put together a barbecue grill, the student will construct a grill unassisted	*Skillstreaming the Elementary School Child* (McGinnis & Goldstein, 1984)
greeting others	given a list of questions, ask students to describe how they would greet someone; while in the community, greet others using a natural expression such as "hi," "hello," shaking hands firmly, etc.; when helping an unknown person in the community, greet them by saying "Hello, how are you," and "Hello, may I help you?" etc.; role playing	*The Walker Social Skills Curriculum* (Walker, 1983)

Transition Area
SOCIALIZATION/FRIENDS
(continued)

Skills	Activities	Resources
	given a situation in which two students help each other, the students will describe different ways of helping	
gaining attention	when trying to get someone's attention, the student will make eye contact and select a quiet time to start the conversation; during class the student will raise his/her hand for attention; students will write a script and videotape themselves gaining attention appropriately and inappropriately in school, home, work and social situations	*Assertive Behavior* (Waksman & Messmer, 1985)
making conversation	***Middle/Junior High*** given opportunities to talk to others, the student will list and describe appropriate topics to discuss; while visiting the school nurse, the student will discuss topics of interest to a nurse; while in the community, the student will converse only with those who can offer assistance he/she needs; while helping someone, the student will discuss issues of current interest (weather, sports, news, etc.); while in public, the student will select topics acceptable for conversation and those that are not (who they think is cute/ugly/fat, etc.); upon meeting someone, the student will ask questions to get to know the other person	*Getting Along with Others* (Jackson, Jackson & Monroe, 1983)
working independently	given assistance to begin a project, the student will work independently in the classroom or community for 5-10 minutes; while working independently, the student will evaluate his/her need for assistance by self-questioning ("Am I doing o.k.?" "Do I need help?" "What should I do next?"); given a choice of activities, the student will work independently for 20-30 minutes;	

Transition Area
SOCIALIZATION/FRIENDS
(continued)

Skills	Activities	Resources
	given directions and self-checking materials, the student will complete a complete the task independently sharing and cooperating	
sharing and cooperating	the student will describe 3 reasons to share and 10 instances in life where sharing is important; given a new item, the student will share the item with a friend without having to be told to do so; given an opportunity to work with others, the student will share his/her time by helping co-workers complete their tasks; when working on a group project, the student will share materials with no arguments; when completing a task, the student will ask and respond to requests to share and cooperate with others; while observing others in the community, students will decide if they might want or need help; the student will list, describe and role play helping situations; while in the school/community/home, the student will naturally offer to help others when they want or need help	*PACE* (Chesterfield County Schools, 1981)
	High School	
joining an activity	suggest games or activities to play with others; join a friend in an activity; role play how to join a group without disrupting; start a conversation so you get invited to join an activity; choose the best time to join an activity; sign up for a school or community activity	games, parties, groups, community recreation center
dealing with someone else's anger	listen without interrupting while someone explains their anger; role play understanding (thinking through) their feelings; describe feelings of anger, identify words that describe anger and alternatives to those words; demonstrate sympathetic attitudes toward anger; describe actions to correct the problem causing the anger	*Skillstreaming the Adolescent* (Goldstein, Sprafkin, Gershaw & Klein, 1980)

Transition Area
SOCIALIZATION/FRIENDS
(continued)

Skills	Activities	Resources
apologizing	decide if you should apologize, say you're sorry in as many ways as possible, write something to indicate an apology, do something to show your apology, stay quiet after apologizing for interrupting others, discuss the feedback that might follow an unaccepted apology	role playing, videos
accepting criticism	listen to the criticism and rationalize why you were criticized; describe behaviors that might result in criticism; role play accepting criticism without anger; accept the blame for the criticism if it is warranted; describe what to do about the criticism (change) and discuss options; discuss differences in constructive criticism and destructive criticism; demonstrate how to ignore anger that doesn't involve you; demonstrate an assertive, not aggressive attitude	*Skillstreaming the Adolescent* (Goldstein, Sprafkin, Gershaw & Klein, 1980)
negotiation	introduce the concept of compromise and discuss when it is important to compromise and why; given a certain amount of money, the group will decide what 3 toppings will go on a pizza; given a situation, ask students to determine if a difference of opinion exists requiring negotiation; after negotiating, check to make sure all involved agree to the compromise; given a student's own problem in which negotiation is required, the student will role play methods of resolving the situation through appropriate negotiation	*Skillstreaming the Adolescent* (Goldstein, Sprafkin, Gershaw & Klein, 1980)

PERSONAL MANAGEMENT

Transition Area
PERSONAL MANAGEMENT

Personal management skills encompass a large number of skills that are taught both at home and at school. These skills enable us to take care of our personal needs, such as hygiene, clothing, housing, security and household management skills. Many of these skills are taught in the home, but school personnel can reinforce these skills; and sometimes, must teach them.

Elementary Level

Teachers can utilize many academic skills to reinforce needed personal management skills, as well as allow parent participation in IEP goal implementation in this area. For example, when teaching currency values, students can relate this to store purchases and the cost of various items. Parents can be asked to help reinforce these concepts by taking the child to the store and pointing out the cost of various items. When children are learning about clothes, parents can allow them to make decisions about what outfits will be worn to school. Parents can assign household chores and report how well their child handles these responsibilities. There are many opportunities to teach and reinforce these skills throughout a student's school career.

Middle School/Junior High Level

At this level, students should become more independent with personal management skills. They should be able to get themselves up on time, select their own clothes daily, make simple meals for themselves (or tell someone what they would like to eat), and purchase needed items. Some students at this age can do their own laundry, including ironing. It is important to give students as many opportunities as possible to learn skills and to hold them responsible for their performance.

High School Level

During high school, students take increased responsibility for their own well being, including time management, study habits, budgeting allowance, etc. Most students want these responsibilities by this age, but if they have not practiced some of these skills in earlier years, they will find themselves unprepared to manage important aspects of adult life.

Transition Area
PERSONAL MANAGEMENT

Skills	Activities	Resources
	Elementary	
make purchases (with assistance of parents/guardians)	review coin/currency values, shop for gift or card for family birthdays/ holidays, make lists of possible items to buy, manage allowance	candy store, toy store, card store, Wal-Mart, bank, educational books with appropriate pictures
make proper selection of clothes in accordance with the season	classroom activity with stick figure and clothes possibilities, dress the figure according to season (i.e. wear sweater to school/take off at school)	
perform personal hygiene tasks independently	review techniques and reasons for hygiene (showering, brushing teeth, washing hands, correct water temperature, restroom use)	adult service agencies, dentist, school nurse, doctor, health representative, Services for Independent Living, prosthetic consultant
follow safety rules	review signs in the community, bring in samples; make safety rule signs, present to class what the sign means; locking doors; discuss safety in numbers while walking, practice walking home with friends; videos on safety precautions/rules at home (talking to strangers on the phone, lights on, answering the door)	community signs, building signs, police department, fire department, counselors, McGruff the crime fighting dog (Police Department)
perform designated household chores	set table, clear table, put dirty dishes in sink, wash dirty dishes; clean room; put dirty laundry in hamper/put clean laundry away; put toys away; walk dog; clean litter pan; water plants	dishwasher manual, cafeteria workers, laundromat, bus boy, housekeepers, restaurant workers, pet store, Humane Society, nursery, Horticulture department
manage time effectively	make a calendar of upcoming events, make plans with friends and meet at a designated time, clean chalkboard, pick up or distribute class papers	computer software program, private calendar/schedule book
basic first aid skills	bandaging techniques for cuts, practice responding to social and medical emergencies, make a list of people to call	Red Cross, paramedic, parents, observation of others, role playing
learn decision making	lunch choices: juice/milk, art choices: yellow/green paper, food selection at a restaurant	teacher, parents, waiter, role playing

Transition Area
PERSONAL MANAGEMENT
(continued)

	Middle/Junior High	
select and coordinate color/pattern of clothes	participate in activities which review color coordination, take a field trip to a department store, review selection process, look at mannequins	home economics, fashions, community clothing stores
get him/herself up in the morning	review consequences of not arriving on time (having to stay longer, having pay deducted), discuss importance of accountability/dependability	teacher, parents, role playing
perform personal hygiene, grooming independently	make checklists of daily/regular duties, menstrual needs, haircut, sex education, brushing/flossing, deodorant, shaving, nail polish, showering	movies, doctor or nurse, books, dental hygienist
prepare simple meals	make shopping list, bring in ads from newspaper, determine how much to spend, search a recipe book, practice and discuss safety skills needed in kitchen, buy needed groceries, role play serving food and clean up	newspaper, recipe book, restaurants (for ideas), teacher, convenience store, kitchen, cafeteria, home economics teacher
do own laundry	review cost of laundromat, price washers/dryers; discuss operation of washer/dryer and what colors to wash together; bring in clothes or fabric and go through the process of sorting; practice measuring detergent/softener; use washer/dryer	laundromat, phone book, dry cleaners, clothing stores, watch parents, textbooks, students
purchase needed personal items	make a list, bring in newspaper ads; call stores; know your budget; review costs/taxes, etc.; purchase items; use vending machines	Wal-Mart, mall, arcades, parks, convenience stores, hobby shop, card store
prepare clothes for a special occasion (iron, hang properly)	wash, dry, iron, hang or fold clothes	laundromat, home facilities
follow safety rules	share newspaper articles about people who didn't follow safety rules, review reasons for safety rules, brainstorm other possible rules and reasons for current rules	newspaper, police officer, security person, doctor
use time effectively	list engagements on calendar, make a personal schedule book	card stores, computer software programs, calendar

Transition Area
PERSONAL MANAGEMENT
(continued)

Skills	Activities	Resources
independently complete assigned household chores	take out trash, put new bag in trash can; wash and rinse sink; wring/rinse/hang up mop to dry; vacuum and put vacuum away; dust; make beds; mow yard; rake yard; plant care	siblings, parents, city refuse, recycling, Horticulture teacher, Agriculture teacher, greenhouse manager
	High School	
get up by him/herself	chart whether you got up on time, work toward a reward after so many, discuss importance of being on time, role play situations for the person late to work or school	home, school, parents
use good judgement about going to bed on time	chart bedtimes and note how you felt in the morning; determine the best bedtime for you so you're not tired in the morning	home, school, parents
manage money effectively	balance a checkbook, endorse checks, write a check, review proper format; make copies of bills; go through the process of noting payment on statement, keeping the customer portion, writing the check, balancing checkbook, enclosing check and statement in envelope; work on budget development: how much money can you spend on recreation, food, car, gasoline, oil; apply for check cashing card; purchasing repairs; any money for unexpected cost	banker, broker, life insurance agent, store, financial advisor, accountant, utility/telephone company, real estate broker, newspaper ads, pharmacist, repair (costs), mechanic
manage time effectively	practice phone skills by making an appointment, write appointment in schedule book, review why you do not want to overuse your body and how it can be abused through ineffective use of time	health teacher, family
perform routine household maintenance chores	list chores to be done at home: change light bulb, cleaning dishes; determine if there are similar duties in school; keep a journal of how much these items cost, chart periodically throughout the year	maintenance person, electrician, housekeeper

Transition Area
PERSONAL MANAGEMENT
(continued)

Skills	Activities	Resources
select and care for clothes	bring in samples of different types of fabrics; determine how to wash, iron remove a stain; perform the tasks in class; make a list of available stores; bring in ads; make a scale of the varying prices for slacks, turtlenecks, etc. What makes one better than the other? Fabric? Brand name?	sales manager from stores (Dillard's vs. Wal-Mart), catalogs
maintain personal grooming and hygiene skills	go to beauty shop, have a facial; bring favorite cologne to class for comparison; practice make-up skills on one another; bring in different types of razors used; look through catalog and ads: what are people using?; daily handwashing after restroom use; shaving, if needed and desired; discuss why it is important to maintain good personal hygiene	hair stylist, make-up expert, school nurse, Science Department

COMMUNITY PARTICIPATION

Transition Area
COMMUNITY PARTICIPATION

This transition area assumes that all students will be integrated into their communities as adults. Various skills are needed to function independently in the community and many of these skills can be taught and reinforced throughout the school years. Community participation skills overlap generously with other transition areas (socialization, leisure/recreation, transportation, etc.).

Elementary Level

Children at the elementary level are usually familiar with their neighborhood and the school environment. As they get older, their knowledge of the community should grow. For many students with disabilities, opportunities to explore their communities must be created. Students who ride the bus to school and back home may have few opportunities to explore another environment.

Teachers and parents of students with disabilities should try to normalize student lives. Community field trips to grocery stores, malls, laundromats and restaurants may need to be arranged if parents can not insure exposure. Students should be around non-disabled peers for these kinds of activities. In later elementary years, students can plan weekend activities and carry them out; such as movies, roller skating or going shopping.

Middle School/Junior High Level

At this age, students begin to make more decisions for themselves and to plan and participate in a greater number of community activities with friends rather than family. Being involved in school and church clubs and activities can help expose students to various community options for recreation, work and civic activities. Students can be involved in city sports or volunteer work. Academic activities can be related to the community so students can see the correspondence of school to their lives.

High School Level

By this age, students should begin to practice accessing community services. Academic activities could simulate the rental of apartments, getting utilities turned on, shopping, buying a car, completing insurance forms, etc. Students can be encouraged to demonstrate self-advocacy skills and decision making skills in making choices of leisure activities in the community. Parents can be very helpful in encouraging community participation and allowing their child to make positive choices regarding their activities.

Transition Area
COMMUNITY PARTICIPATION

Skills	Activities	Resources
	Elementary	
become aware of the community, go to places in the community with school staff and family, go to places in neighborhood alone and with friends	all types of stores, types of restaurants, recreation facilities, banks, government (city/county/federal), post office, fire department, police department, library, mall, gas station, make shopping lists and purchases, use vending machines	Chamber of Commerce, map of community, telephone book, buses/other modes of transportation, school personnel, shopping list and money, grocery stores, convenience stores, arcade, Wal-Mart, K-Mart
	community within the classroom: town meetings,develop laws, elections, business owners, jobs, law enforcement, newspaper; plan community events (art fair); newspaper articles about students town; guest speakers: mayor/ banker/store owner/postmaster; interview community members; make a map of student's neighborhood; become a member of student government	job applications, campaign posters, cardboard businesses, signs, newspapers, telephone books, sample maps, student handbook
	Middle/Junior High	
decide when and how to access community facilities and events	make decisions about when and how to access community facilities (i.e. Where do you go to buy Kleenex? What restaurant do you go to when you have $3.00?)	Chamber of Commerce, telephone book, newspaper, weekly activity newspaper
participate in community facilities and events	fund/obtain money to purchase items and participate in community activities: bake sales, car wash, sell tickets to concerts, ham raffle, sell cards/candy/candles; school personnel shopping lists/money; shopping service for the elderly; become involved in student government	fraternities, sororities, church groups, ads for shopping lists and money, ads for shopping service (donated by newspapers)
	set up a more sophisticated classroom community to include: paying rent/utilities/taxes, receiving salary, banking, budgeting, car payments, living expenses, voting, determining sales tax	County Clerk, County Assessor, bankers, personal finance advisor, car salesperson, realtors, sales tax charts, *On the Job Curriculum* (Cates); *Community-Based Curriculum* (Falvey, 1989)
	volunteer job	Volunteer Action Center, volunteer directors from hospitals/nursing homes

Transition Area
COMMUNITY PARTICIPATION
(continued)

Skills	Activities	Resources
	High School	
demonstrate how to locate and use public facilities	complete an analysis of community facilities used within a month; locate needed facilities and obtain forms and information necessary to use services (i.e. How much is the deposit?); simulate the purchase of a car: amount to spend, location of dealership, negotiate with dealer, Blue Book prices, purchase contract, car insurance/license/title/sales tax, car repairs; obtain and complete selective service (draft) registration; simulate employment/learn about: W-4 forms, benefits (insurance forms); paycheck stub: gross pay, net pay, payroll deductions, FICA, state tax, federal tax; resumes; applications; simulate payment of income taxes; complete forms; make appointment with H & R Block; gather pertinent information (W-4 form, interest payments, medical expenses); visit courthouse and register to vote; determine polling place; participate in school elections; simulate or do the following: put gas in a car; know difference between self serve/full service; know where to pay/method of payment (cash, check, credit card); check oil; check air in tires; figure miles per gallon; determine when oil needs changing; determine when to make care repairs	telephone book, gas company, telephone company, electric company, cable TV company, consumer guides, Blue Book (library or bank), insurance agent, Department of Revenue representative, mechanic, Post Office, various application forms, W-2 and W-4 forms, tax forms, public library, H & R Block, checklist of forms to take to tax preparation appointment, County Clerk, Auto Mechanics teacher, mechanic, gas station owner

LEISURE/RECREATION ACTIVITIES

Transition Area
LEISURE/RECREATION ACTIVITIES

Everyone needs recreational activities on a regular basis to maintain a healthy existence. For a student with disabilities, this may occur only if someone else establishes a recreational network. The curriculum should include plans for leisure/recreation skills when it is identified as a need for the student. This area can be explored through both extracurricular activities and through participation in community activities.

Elementary Level

Leisure/recreation is an area often overlooked in the curriculum. It will be easier to remember to discuss this area of a student's life, since the IEP requires the team to formally address participation in P.E. and extracurricular activities. Children who become involved in leisure/recreation activities at an early age are more likely to continue pursuing constructive activities as they age.

In elementary school, many leisure activities can be taught for both group and individual enjoyment. The activities suggested on the following pages will give teachers and parents some ideas for recreation and leisure skills.

Middle School/Junior High Level

Students at this age can identify what activities they like to do and can plan ahead for involvement in desired activities. There are often school clubs available at this level and students should be encouraged to become involved in these activities. Middle school students can begin to become aware of community recreation activities and parents can be involved with transportation and helping their child enroll and participate in these activities. A resource directory of activities (especially for the summer months) would be extremely helpful to parents.

High School Level

During the high school years, students often become involved in many leisure/recreation activities with friends. In communities with limited resources, school personnel and parents may be able to develop ideas for activities and initiate new programs. This involves time and effort, but could benefit the entire community. Utilizing the expertise of Parks and Recreation faculty at Universities, the Missouri Tourism Bureau and Parks Bureau, the Department of Natural Resources, etc. may enable a community to develop programs and activities which students can access.

In larger cities, a resource guide, perhaps developed by students, could be helpful to parents and students who want to get involved in recreational pursuits but are not aware of what is available.

Transition Area
LEISURE/RECREATION

Skills	Activities	Resources
	Elementary	
participate in school activities and P.E. class; learn to play games at home alone, with friends and with family; express interest in various recreational activities; learn the cognitive, social and psychomotor skills of recreation and leisure activities	through direct instruction, learn to play: T-ball, soccer, 4-Square, kickball, Frisbee, whiffle ball, computer games, puzzles; through field trips participate in: story time at the public library; scavenger hunts; plays; church and school choirs; church groups; Brownies/Girl Scouts; 4-H	*Toys to Grow On* catalog (see pg. 232 of General References), college/university recreation program, driveway and chalk, P.E. teacher, older students, scholastic book club, public library, community theater group, scout leaders, county extension
	through instruction and guest speakers learn to make: your own book (author and illustrate), holiday decorations, friendship bracelets, arts and crafts, texture boards	librarian, community art league, community artist, arts and crafts catalog, arts and crafts classes, teacher's store
	with friends and family go to: bike and walking trails, parks in town, theater, plays, library, movies, circus, swimming pool, skating rink	counselor, Parks and Recreation Department, lifeguards
	Middle School/Junior High	
identify student's leisure/recreation interests; participate in his/her choice of leisure/recreation activities at school, home and in community; learn how to find out about leisure activities; participate both in individual and group leisure/recreation activities	conduct a leisure/recreation analysis to determine interests (individual and group); through direct instruction (guest speakers, field trips) the student will learn: different crafts, board games	P.E. teacher,counselor,weekly newspaper leisure section, daily newspaper, time management survey, Missouri Tourism Bureau publications, bulletin boards at the library, arts and crafts store personnel, adult education classes
	pet care, play cards, buy tapes/records, sculpting, painting, camping, hunting safety, fishing and laws, archery, volleyball, badminton, video selection, movie ratings, TV/video selection	Humane Society, veterinarian, music store owner, community Art League, community artists, Department of Natural Resources, Missouri Conservation Department, Missouri Tourism Bureau, Parks and Recreation
	participate in: after school sports, soccer, football, track, gymnastics; pep club, band (if you can't play an instrument, be the manager); Scouts/4-H; church youth clubs; drama club; debate team; science club; pen pal letter writing; plant care, inside/outside	theater manager, family, directors, counselors, leaders, County Extension, sponsors, horticulture teacher, greenhouse owner

Transition Area
LEISURE/RECREATION
(continued)

Skills	Activities	Resources
	attend and act appropriately at: football games, basketball games, plays, movies, parties	stadium, friends, family, school clubs
	High School	
actively participate in school and community leisure/recreation activities, actively participate in both individual and group leisure/recreation activities, seek out information on leisure activities of interest, choose and plan leisure/ recreation activities with friends	through direct instruction, guidance and encouragement from teachers, counselors, parents and friends participate in the following group activities: school; sporting events; school clubs (FFA, FHA, etc.), ice/roller skating; movies; eat out/cook out/barbecue; shopping; hanging out at the mall; attend concerts; go camping/rappeling/boating/skiing; aerobics/jazzercise; play board games (chess, Monopoly); play card games (Rook, UNO)	agencies that might have structured programs: Association of Retarded Citizens (ARC); Life Skills (St. Louis); YMCA/ YWCA; Parks and Recreation; school calendar, list of school clubs, skating rink, Senate Bill 40 Boards, telephone recording of movie schedule, menus, cookbooks, civic center, state/federal parks, outdoor/camping equipment store, experienced rappeler, community health club, adult education classes
	through direct instruction, guidance and encouragement the student will participate in the following individual activities: plant care; arts and crafts; jogging/biking; using exercise equipment; listen to radio; hobbies (stamp collecting, train sets, etc.); watch videos; computer games	horticulturist, arts and crafts shows/stores, bike/running trails, gyms, hobby stores, video store, computer store, activities catalog

Teachers can have students complete a time line study to analyze use of free time. Teachers can provide newspapers, pamphlets and brochures to help students know of upcoming events.

LIVING ARRANGEMENTS

Transition Area
LIVING ARRANGEMENTS

This transition area involves planning for adult living arrangements. Some students will need supported living arrangements while others need the skills required to obtain apartments or live in a college dormitory setting.

Elementary Level

For most students, discussion about future living arrangements is not a priority. If a student will need an intensely supportive environment, it would be a good idea to discuss this with parents as early as possible. Looking at available options, knowledge about SSI and Medicaid, and availability of personal attendants or other services may take a number of years to thoroughly explore. For other students, concentration on personal management skills, socialization and leisure/recreation skills will suffice to prepare them for living options after high school.

Middle School/Junior High Level

Specific planning for supported living arrangements, if needed, should begin at this level, as waiting lists are often years long in adult living services. Students can be introduced to various lifestyles, start to explore the "real" cost of living, and begin to make some tentative decisions about where and how they want to live after high school.

High School Level

High school is the time for making specific plans for future living arrangements. Referrals to adult service agencies and linkages for services should be included in the IEP. Students headed for college and dorm living need to be aware of costs, financial aid options and the trials and joys of living with a roommate. Students planning on apartment living need information on utilities, cable TV costs, phone costs, rent, etc. IEP goals may include their exploration of these areas for math classes or social studies.

Transition Area
LIVING ARRANGEMENTS

Skills	Activities	Resources
	Elementary	
know various types of living options (group homes, apartments, duplexes, mobile homes)	visit different living options; share experiences (oral/written reports, stories); speakers explain pros and cons of various types of living arrangements	real estate agents, parents, newspaper, landlords, students, faculty, aides, list of guest speakers
	Middle School/Junior High	counselor
discuss various lifestyles	discuss different family make up (2 parent, single parent, divorced, widowed, step-parent, homogeneous family, foster family; introduce types of living options (roommate, group home, alone, family)	
estimate cost of living for each type of living arrangement	introduce list of expenses for each type of living arrangement (food/meal budget, transportation, furniture, rent and utilities, miscellaneous expenses)	newspapers, real estate/apartment managers, trailer park owners, grocery store, car dealer/taxi, speakers
express desired future living option	overnight visits to all types of living arrangements	list of contacts for each option, telephone book, resource guide, parental release, chaperon
discuss various living arrangements (alone, roommate, supported living)	do pros/cons for each type of living arrangement	speakers
	High School	
select a realistic and affordable living arrangement	list personal needs/preferences for living arrangements (garbage disposal, ramps, lower light switches, roommates, alone, group homes, etc.); complete a form of estimated income; plan a list of expenses for each type of living arrangement (food/meals, transportation, furniture, rent and utilities, miscellaneous expenses)	student parent, guardian, personal finance planner, banker, DFS, contact utility companies (telephone, gas, electric), used furniture store, bus/taxi/car dealer, discount advertisements, newspaper classified ads, Better Business Bureau speaker (to talk about avoiding rip-off situations)
	compare the list of expenses for different living arrangements	budgets set up by students
	visit different utilities and practice going through the application procedures	telephone, utility, rental offices
evaluate whether financial assistance is needed	research what is available locally for assistance	Senate Bill 40 Board, local resource directory, friends, advocacy group, adult agencies

SELF-ADVOCACY

Transition Area
SELF-ADVOCACY

Self-advocacy skills encompass a number of skills we all use in daily life. Decision making, problem solving, assertiveness, self-awareness and accepting responsibility are a few of the skills all students need to transition into adult roles.

Elementary Level

During elementary school, the focus is on self-awareness and self-esteem. Children can become aware of strengths and limitations as they learn functional academic skills. Children this age also learn to cooperate with others, to make their desires known to others and to ask for help. Many basic employability skills are taught and reinforced at this age, both at school and at home. Children can be assigned classroom duties and home chores and take responsibility for completing these assignments. Decision making skills should also be introduced during the elementary years and children should be encouraged to develop options/alternatives when making decisions. Children can also be encouraged to attend and participate in IEP meetings.

Middle School/Junior High Level

Students at this age have many opportunities to demonstrate self-advocacy skills. They make choices about classes to take, clubs and activities to join, making friends and they can participate more fully in IEP planning. Career exploration can help students explore their strengths and weaknesses and learn about the skills needed for the world of work. Students can begin to make some preliminary career choices and try them out in the community. Self-evaluation can be enhanced as they reflect on their experiences and make decisions about their choice of work. Students at this age can be encouraged to make as many decisions as possible and be held responsible for the choices they make.

High School Level

By high school, many students make their own decisions and choices about various activities and begin serious planning for life as adults. They should be active participants in the IEP process by this time. Communication skills, decision making and problem solving skills can be taught and assessed in various contexts. Familiarity with community agencies can be developed. Students must be encouraged to "speak for themselves" whenever possible, in order to practice self-advocacy skills with support from teachers, friends and parents.

Transition Area
SELF-ADVOCACY

Skills	Activities	Resources
	Elementary	
self-awareness	help student determine interests, likes/dislikes, emotions, abilities, needs; create self-portraits and/or autobiographies using a variety of media (drawings, photographs, writings, videotapes, dictation, "wanted" poster); play the "I Can" game; ensure successful experiences for students by providing genuine praise/ encouragement; use literature to reinforce concept of individual self worth and acceptance of individual differences	inventories, questionnaires, school counselor, children's literature (see General Resource Section); *Implementing Career Education at the Elementary School Level* (Boyer-Stephens, 1990); *Missouri Comprehensive Guidance Program* (Starr & Gysbers, 1989); *LCCE* (Brolin, 1989); *100 Ways to Enhance Self-Concept in the Classroom* (Canfield & Wells, 1976); *The "I Can" Strategy* (Magliocca & Robinson, 1991)
understanding capabilities/ limitations/needs	develop an integrated (multi-cultural) science-social studies unit with theme of "Meeting Our Needs," prepare student to participate in IEP planning process	textbooks, trade books, films, videos, filmstrips, field trips, guest speakers, parents
make decisions seeking alternatives, identify consequences	offer real choices throughout the day; communicate the expectation that choices are to be made and allow students to experience the consequences of their choices; use cognitive strategy instruction to teach process of decision making, problem solving, goal setting; use instructional approaches which facilitate student decision making, problem solving, goal setting; cooperative learning; discovery learning; student chosen/team directed projects; class meetings to tackle problems; teach conflict resolution process/skills	school counselor, parents, students, *Implementing Career Education at the Elementary School Level* (Boyer-Stephens, 1990); *Missouri Comprehensive Guidance Program* (Starr & Gysbers, 1989); *LCCE* (Brolin, 1989); *Esteem Builders* (Borba, 1989); *I Am A Blade of Grass* (Young, 1985); *Conflict Resolution* (Sadalla, Holmberg & Halligan, 1990)
taking on responsibilities/ roles within the classroom and/or school community	develop classroom and school jobs for students	principal, office staff, library clerk, janitor, counselor, specialists (art, music, etc.)

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Transition Area
SELF-ADVOCACY
(continued)

Skills	Activities	Resources
accept responsibility for own actions	use natural and logical consequences for behavior, contract with students	school counselor, parents
know when and how to ask for help, know appropriate responses to emergency situations	direct instruction, modeling, role playing, field trips, presentations and/or training from community services and agencies	fire and police departments, Red Cross First Aid book, electric company
awareness of own physical/medical needs, warning signs and assistance needed	role play, picture cards to carry as a reminder/communication aid	
appropriate ways to ask for help with school-related tasks	role play, videotape simulations and review for self-evaluation	*Skillstreaming the Elementary School Child* (McGinnis & Goldstein, 1984)
using communication devices effectively, person-to-person interviews	provide direct instruction and practice using telephone; write letters of thanks or request for information to congressmen; teach keyboarding skills; use instructional strategies which encourage student interaction; unit on communication which uses a variety of communication forms/ sign language/communication boards	telephone, telephone directory, office staff, janitor, librarian, software, guest speakers from/field trips to telephone company, speech therapist, hospital rehabilitation center
	Middle School/Junior High	
self-awareness and self-acceptance	determine student interests, likes/dislikes, emotions, abilities, etc.; develop health unit focusing on self-awareness using a variety of activities promoting understand of self; incorporate self-awareness activities across the curriculum	interest inventory/questionnaire, school counselor, health and trade books, Home Ec/P.E. teacher, *Self-Awareness Growth Experiences* (Kehayan, 1990); *Unlocking the Doors to Self Esteem* (Fox & Weaver, 1990); *Missouri Comprehensive Guidance Program* (Starr & Gysbers, 1989); *LCCE* (Brolin, 1989)

Transition Area
SELF-ADVOCACY
(continued)

Skills	Activities	Resources
understanding capabilities, limitations, needs	assess student's learning style, social skills, and/or study skills; share results with student; use to develop personal goals	*Skillstreaming the Adolescent* (Goldstein, Sprafkin, Gershaw & Klein, 1980); Missouri LINC modules: *Learning Styles, Social Skills and Self Esteem: Critical Skills for Success; I PLAN* (Van Reusen & Bos, 1990); school counselor; explain capabilities/ limitations; participate in IEP planning; role play with peers, teachers, relative; conferences
make decisions, seek alternatives, identify consequences	offer real choices; allow students to experience consequences; use cognitive strategy instruction to teach decision making/problem solving/goal setting; apply to life situations and in curriculum situations; role play; videotape and evaluate	*Missouri Comprehensive Guidance Program* (Starr & Gysbers, 1989); *LCCE* (Brolin, 1989); *Esteem Builders* (Borba, 1989); *Self-Awareness Growth Experiences* (Kehayan, 1990)
communicate effectively and differentially with peers and adults	model and provide opportunities for practice of social skills; have students monitor and evaluate each other's skills; help students differentiate between passive, aggressive and assertive communication styles	speech/language specialist; school counselor; *Skillstreaming the Adolescent* (Goldstein, Sprafkin, Gershaw & Klein, 1980); *Metacognitive Approach to Social Skills* Training (Sheinker & Sheinker, 1988); *Social Skills and Self Esteem* (Missouri LINC); *Self Awareness Growth Experiences* (Kehayan, 1990)
take on roles/responsibilities within the school community, at home and in the community	participate in school organizations and extracurricular activities	school clubs; *Students in Transition Using Planning* (Hunter, Torma, Goldberg & Goldberg, 1988)

Transition Area
SELF-ADVOCACY
(continued)

Skills	Activities	Resources
	High School	
understand and express one's needs/capabilities/limitations	develop a strategy for planning and communicating in IEP process; define current interests, preferences, goals, needs; assess student's learning style, study skills, social skills and share with student; vocational assessment; role play expressing capabilities, limitations, and needs; encourage student to follow through in real life situations; form a peer support group; develop a personal portfolio	*I PLAN* (Van Reusen & Bos, 1990); *Students in Transition Using Planning* (Hunter, 1988); the following Missouri LINC modules: *Transition Planning: Statement of Needs, Goals and Objectives, Learning Styles, Study Skills, Social Skills and Self Esteem: Critical Skills for Success;* school counselor, work-study program, VAC, peers, teachers, counselor, employers, parents,
clarify personal values and priorities	career counseling, debate controversial issues, play "Scruples"	parents, counselor, *Unlocking Doors to Self Esteem* (Fox & Weaver, 1989); *Missouri Comprehensive Guidance Program* (Starr & Gysbers, 1989); *LCCE* (Brolin, 1989)
decision making	use cognitive strategy instruction; offer real choices, allow students to experience consequences	*Missouri Comprehensive Guidance* (Starr & Gysbers, 1989); *LCCE* (Brolin, 1989)
goal setting	students "invent" their future: students select, monitor and evaluate short-term goals; invite individuals with disabilities to be guest speakers, have students monitor their own performance in classes	*Students in Transition Using Planning* (Hunter, 1988); community members with disabilities; disability advocacy group

Transition Area
SELF-ADVOCACY
(continued)

Skills	Activities	Resources
communicate effectively and differentially with peers and adults	help students differentiate between passive, aggressive and assertive communication styles; modeling; role play, videotape student evaluation; use literature and movies to identify conflict situations and individual roles; incorporate social skills into curriculum	speech/language specialist; school counselor; employers; representatives of postsecondary education (address personal qualities; interpersonal skills important to success); *Students in Transition Using Planning: A Teacher's Manual* (Hunter et. al. 1988); *Missouri Comprehensive Guidance Program: A model for program development, implementation and evaluation* (Starr & Gysbers, 1989); *LCCE* (Brolin, 1989); *Unlocking Doors of Self-Esteem: Content oriented activities for grades 7-12* (Fox & Weaver, 1990)
understand rights and responsibilities	instruct students in civil and individual rights of persons with disabilities, invite speakers to address legal issues, encourage participation in student government, create a classroom community, write a resource guide of support groups/key elements of legislation/ postsecondary agencies, etc., link students with a community advocate	*Legislation* (Missouri LINC module), Missouri Protection and Advocacy, ADA Regional Center, MPACT

FINANCIAL ASSISTANCE/ INCOME SUPPORT

Transition Area
FINANCIAL ASSISTANCE/INCOME SUPPORT

Meeting the financial needs of students with disabilities can range from teaching students how to earn and manage their own resources to assisting parents in planning for Social Security income, wills, trusts, etc. Eligibility for income support varies across agencies and rules are ever-changing. Parents and students need to understand this variability and be offered resources to help them negotiate the various systems they will encounter.

Elementary Level

Children at the elementary level are not yet responsible for themselves financially. Parents, however, can be provided assistance, when appropriate, to help them become aware of the future importance of this area. Some parents may need help in learning about Social Security eligibility for their child or other benefits for which they are eligible. Some elementary students may receive an allowance. Budgeting and financial decision making goals may then be appropriate for IEPs. Units on economics and life-style planning can help elementary students to understand the need for income. Career awareness can be an integral part of these units by researching the salaries of various community jobs.

Middle School/Junior High Level

Students in middle school/junior high are often introduced to savings and checking accounts as well as different life styles. Many receive an allowance or earn money through babysitting, lawn mowing or performing household chores. Students can learn to open savings accounts for portions of this allowance. Leisure/recreation activities can be budgeted for as well as establishing goals for desired items and saving money to purchase them.

Students can be introduced to various agencies and their services via field trips or guest speakers. Business and industry personnel could also talk with students about the salary of different careers and the advancement opportunities available.

High School Level

At this level, students need to become more responsible for their personal budgets. Checking accounts are often opened as students obtain paid employment, and the management skills for both savings and checking accounts may need to be reviewed. Lifestyle planning, salaries of various careers/jobs and information on wages and taxes become more relevant to high school students. Many of the skills covered in Consumer Math classes are skills every student should master. Teenagers can relate to the need to understand credit, interest rates, upkeep costs for automobiles, etc. Assignments to hunt for an apartment, plan meal menus and costs for one week, or price the cost of different cars are practical activities that allow students to learn the realities of adult life.

Students and parents need to be made aware of eligibility requirements for various financial needs statements, such as Pell Grants, loans and Social Security income. Students must learn to complete various forms, such as W-4, income tax and insurance forms.

Transition Area
FINANCIAL ASSISTANCE/INCOME SUPPORT

Skills	Activities	Resources
	Elementary (at this level, parents may need information)	
understanding SSI eligibility, understanding DFS eligibility, awareness of various agencies, developing budget for allowance, awareness of need for money	Social Security representative at IEP meeting, DFS representative at IEP, speakers, visit community service agencies	Social Security Office, Division of Family Services, Community Services, Department of Mental Health (MR/DD, CPS), Association for Retarded Citizens
	Middle/Junior High	
locating various agencies and financial assistance, relating lifestyle plans to financial needs, use of savings accounts, budgeting allowance, planning for emergencies	creating scenarios for cooperative learning groups to analyze needs, representatives on IEPs	telephone book, community agencies, *On-the-Job Curriculum* (Cates), Public Health Centers
	High School	
understanding eligibility requirements for financial needs, completion of financial assistance forms for postsecondary education/training, use of checking accounts, budgeting money, completing tax forms, understanding credit, buying a car/house, etc., relating lifestyle plans to financial needs, relating income to various careers, calculating wages	representatives on IEP, forms to complete, completing forms in class, completing real checks	agency representatives, counselor, civic organizations, Division of Vocational Rehabilitation (DVR), Job Training Partnership Act (JTPA)

ADVOCACY/LEGAL SERVICES

Transition Area
ADVOCACY/LEGAL SERVICES

This area of planning becomes quite complex if a student will need a life-long advocate and arrangements for guardianship/conservatorship in the future.

Elementary Level

Parents with small children may or may not be aware of the issues and decisions facing them in this area. However, members of the IEP planning team should encourage discussion in this area, as decisions made may sometimes affect eligibility for programs and services. Parents may not act immediately, but will be better informed to make decisions as their child gets older.

Middle School/Junior High

Again, issues of estate planning, guardianship, conservatorship and advocacy should be discussed as openly as possible. Parents may need guidance for accessing appropriate resources in these areas. Teachers may want to have available a list of possible resources, including MPACT, Social Security representatives and attorneys in the community or surrounding areas who have some expertise in these matters.

High School

Parents with children getting ready to exit the school system may be more ready to discuss these issues. School personnel are not usually trained to give advice in legal matters, but certainly should be prepared to provide parents with resources. Teachers might also consider offering a Saturday or evening workshop for parents and invite representatives who can give information on topics of concern.

Transition Area
ADVOCACY/LEGAL SERVICES

Skills	Activities	Resources
	Elementary/Middle/Junior High	
awareness of advocacy groups	present a panel of representatives from advocacy groups, develop a resource file to share (including advocacy/support groups active at national, state & local levels)	representatives from organizations that deal with disabilities (MPACT, LDA, ARC, MO Protection & Advocacy); brochures or data sheets from local/state/national organizations of/for individuals with disabilities; MPACT
participation in IEP planning process	provide guide for participation (tips/questions/issues, to consider, etc.); inform of rights and responsibilities in IEP planning process; include parent(s) as implementor of IEP goals (when appropriate); encourage parent(s) to bring a support person of their choice to the IEP meeting	Missouri Parent Act (MPACT); *Transition Planning: Statement of Needs, Goals and Objectives* (Missouri LINC); *I PLAN: Helping students communicate in planning conferences* (Van Reusen & Bos, 1990); Missouri Protection and Advocacy Services; Director of Special Education, Department of Elementary and Secondary Education
realistic awareness of child's potential	communicate child's accomplishments to child/parents, show videos portraying accomplishment of individuals with the disability, provide accurate information about the disability	work samples, IEP, Special Education Dissemination Center, career education, Individual Education Plan (IEP)
communicate hopes, desires for the child	a MAPS planning process, IEP participation	*Everyone Belongs with the MAPS Action Planning System* (Lusthaus & Forest, 1990); *It's Never Too Early, It's Never Too Late: A Booklet About Personal Futures Planning* (Governor's Planning Council on Developmental Disabilities, 1990)
	provide information on guardianship and conservatorship (procedures, pros & cons, etc.)	*A Basic Guide for Understanding Guardianship and Conservatorship in Missouri* (Missouri Protection & Advocacy Services, 1992)
model advocacy behavior	encourage involvement in local advocacy/support groups; encourage child's participation in community (shopping, movies, sports clubs, community events/activities)	

Transition Area
ADVOCACY/LEGAL SERVICES
(continued)

Skills	Activities	Resources
	High School	
student understands rights and responsibilities as a person with a disability	inform student of key elements of legislation which delineates civil rights of persons with disabilities	Missouri LINC, SEDC, guest speakers, videos, Missouri Protection and Advocacy, ADA Regional Center
awareness of pertinent advocacy groups and legal services	field trips, guest speakers, develop a resource file of services/support groups	local/regional advocacy groups, legal services; area lawyers
understanding of our legal system	field trip to the county courthouse, observe a trial, unit on government with emphasis on issues relevant to individuals with disabilities	guest speakers, videos

TRANSPORTATION

Transition Area
TRANSPORTATION

Students with disabilities frequently have many needs. The greatest barrier to having those needs met is often transportation, especially in rural areas. In areas where public transportation is available, the Americans with Disabilities Act (ADA) requires cities to provide comparable access for persons with disabilities. Where public transportation is not available, towns are not required by ADA to provide accessible public transportation. In these areas, parents and teachers need to brainstorm ideas early and begin to develop a plan so services will be available when needed. When a student is ready to leave the school system, it is often too late to begin to locate transportation services.

Elementary Level

Walking, or other means of self-propulsion, is the most basic means of transportation. At the elementary level, transportation needs should encompass enabling a student to negotiate the school, home and neighborhood environment as independently as possible. If a student needs an aide to negotiate these basic environments, then discussion of the need for a personal attendant (perhaps life long) should occur. Planning for this need is critical since monies for this service in adulthood is quite limited.

Students at this age can benefit from exposure to various modes of transportation and experience as many of them as possible (walking, bicycling, car, bus, train, etc.). They will also be learning about accessibility and necessary accommodations for traveling. Map reading skills are also important to teach and reinforce at this age, as well as safety skills.

Middle School/Junior High Level

At this level, students tend to become more involved in both school and community activities and transportation often becomes a critical issue. The transportation planning team may want to begin to plan for transportation needs at this time.

If students have access to public transportation, they may begin to learn to use this resource. Planning for obtaining a driver's license may also begin, as many schools do not offer a class in this area. Students using wheelchairs need to learn about resources for wheelchair repair and accessibility requirements under ADA (if public transportation is a service in the community). Where public transportation is not available, the parents and school may decide to try to develop a private, accessible system. This will require time, effort and working with community economic development leaders. The town mayor and/or Private Industry Council (PIC) in your region may be a good resource to assist in putting together a planning group.

High School Level

In high school, students should learn and practice locating and using various modes of transportation. Even students who have driver's licenses may have to access public transportation, call a co-worker for a ride or pay for a taxi when their car breaks down. Students need to know how to access all available resources.

The Older Adults Transportation System (OATS) might be a good accessible resource for students who have no other means. This resource can be explored during the Middle School or High School years. It is also advisable to plan where they live (or will live), if transportation is a concern.

Transition Area
TRANSPORTATION

Skills	Activities	Resources
	Elementary	
negotiate the neighborhood and school; state various means of transportation (walk, bike, bus, train, etc.)	introduce maps; tour neighborhood or school; practice following directions; review and practice crossing the street; unit on strangers; books about cars, buses, planes, trains; unit on school bus behavior; unit on school bus safety (evacuation); unit on bicycle safety/talking to strangers; unit on wheelchair safety and transfer; computer software on maps	police, cab drivers, city and school bus drivers, computer software on maps (K.C. Technology Center), airport personnel, Chamber of Commerce (city/neighborhood maps), LCCE (Bicycle Safety Unit) (Brolin, 1989), Parks & Recreation (Bicycle Safety), public library, demonstrations on wheelchair transfer
	Middle/Junior High	
negotiate neighborhood and school environment, identify various modes of transportation, utilize at least one mode of transportation	map skills unit; ride city bus, train cab, plane (if possible); read bus/train schedule to determine route to home or activity; read train schedule; bicycle safety unit; awareness of motorcycles, mopeds, three wheelers, snowmobiles; appropriate behavior when traveling; appropriate clothing during travel; how to operate wheelchair/safety; guest speakers on car, RV and bicycle safety	*LCCE (Brolin, 1989)*; cab/bus driver police: bicycle safety workshop, Parks and Recreation, public library, travel agent, wheelchair/special equipment representative
	High School	
use various modes of transportation (walking, driving, public transportation, taxi, bicycle, etc.); know how to find transportation when needed; driver's license; obtain and arrange for special travel arrangements for daily activities	driver education; modification units on using the bus, train, plane: utilize and practice skills, if possible; awareness of OATS or similar transportation service and how to use; awareness of special equipment needs/availability; funding for equipment; unit on wheelchair repair; unit on how to share rides	*LCCE* Driver's License unit (Brolin, 1989); OATS or transportation service speakers, wheelchair or special equipment representative, GM Mobility Assistance Center (see page 233); *Transportation as a Related Service* (Missouri LINC module), attendant services information, Job Training Partnership Act (JTPA), Easter Seals

MEDICAL

Transition Area
MEDICAL

All students need information on staying healthy and handling emergencies and basic physical needs. Some students have highly specialized medical needs such as catheterization and discussion of present and future medical concerns for these students is vital.

Elementary Level

At this level, students often receive information on health, nutrition, and safety. Drug education begins during the elementary years in most schools. All students need this information and also opportunities to practice what they learn. Teachers and parents of students who are medically fragile will need to thoroughly understand the needs of these students. Discussions of both present and future concerns should begin to occur during these early years.

Middle School/Junior High Level

Pre-adolescents generally obtain body systems information in science and health. Preventing disease, wellness strategies and drug education are areas the curriculum should cover, as well as safety and first-aid. Many hands-on activities can be created for students to demonstrate skills. At this age, students should also know how to locate a doctor, use an emergency room and begin to make judgements about whether to see a doctor or not.

High School Level

Students at this age need to understand medical insurance and be able to determine medical and dental needs. Identifying various medical specialties, knowing when to seek help and realizing the need for medical insurance are all skills that students should be exposed to before leaving the school setting. Government insurance such as Medicare and Medicaid is also important knowledge for students. Students with chronic medical conditions need to be made aware of services available and linkages to appropriate adult agencies need to be made prior to exiting school.

Transition Area
MEDICAL

Skills	Activities	Resources
	Elementary	
staying healthy	wellness unit on dental care, immunization, balanced meals, describing medical needs, taking medicine regularly	textbooks, local dentist/ orthodontist, county health nurse, school cooks, restaurant chef, medical information from diagnostic summary
safety procedures (school & community)	fire, tornado drills, local/state weather warnings, first aid procedures	school procedures, National Weather Service, American Red Cross
handling emergencies	guest speakers	911 personnel, TV show "911", local EMTs, doctors, nurses, high school students
disease prevention	immunization lesson, AIDS unit	county health nurse, AIDS hotline information
drug education	pros/cons of alcohol and various drugs	DARE, Alcoholics Anonymous, substance abuse treatment centers, Department of Mental Health (DMH)
know doctor's name	exploration of various doctors and reasons for calling each	telephone book
	Middle/Junior High	
disease prevention	causes and effects of diseases (Lyme, AIDS, MD, etc.), personal hygiene	library investigation, health inspector
wellness unit	exploration of self: adolescent development, menstruation, hormonal change	panel: counselor, physical education teacher, science teacher, school nurse
medication/drug effects	drug/alcohol effects, prescriptions	DARE, health videos, medical doctor
handling emergencies, First Aid	role playing, CPR demonstration, participation in local emergency drills, proper bandaging	list of situations, local ambulance attendants, nurses, local emergency officials, Emergency Medical Technician, doctors, medical personnel, sports doctor, family doctor
finding a doctor	visiting local doctors, determining visit charges	list of various kinds of doctors, call doctor's offices for prices

Transition Area
MEDICAL
(continued)

Skills	Activities	Resources
sex education	use of contraceptives; discussion of responsibilities of sex: disease, pregnancy/children, guilt/abuse of situation	Planned Parenthood, minister, priest
	High School	
wellness activities	sports, fitness hikes, exercise/aerobics	school events, local parks, health clubs
disease prevention	locate/contact hotline numbers	library, telephone books
safety	seat belt laws/demonstrations, visit trauma centers	Highway Patrol, hospitals
finding medical help	establish a list of personal medical personnel, explore various medical insurance policies, distinguish between minor and major illness, complete a medical application, disability information, medical history: allergies, symptoms	telephone books/pamphlets, insurance agents, nurse/doctor, doctor's office application
handling emergencies	emergency accident procedures, demonstrate proper safety drill procedures, donating blood, locate the nearest emergency room	Driver's Education class, access to elementary classes, American Red Cross, local telephone book and map
medication/drug effects	guest speakers, explore various drugs and their effects on physical performance, describe effects of noncompliance in taking prescription medication	testimonies of rehabilitation consumers, DARE, medical doctor

INSURANCE

Transition Area
INSURANCE

All students need exposure to various types of insurance coverage they will encounter as adults. This transition area is most important for students with more severe disabilities, as they (or their parents/ guardians) will need to consistently update themselves on Social Security rules and regulations.

Elementary Level

At this age, parents are usually responsible for insurance coverage for their children. Some parents may need the help of school personnel to negotiate the maze of Social Security. More children are eligible for SSI benefits now, and parents need to have access to this information. Planning for a representative to speak at a parent meeting may be an effective way to help parents in this area.

Middle School/Junior High Level

Students can be introduced to various types of insurance, such as medical, dental, disability, car, and life insurance. These areas might be tied to life-style planning and career exploration activities. Parents may continue to need help in seeking out information about insurance for specific areas if their child has more severe disabilities.

High School Level

Students may be more interested in exploring various types of insurance at this age, especially car insurance. Driver's education for students who need adaptations may be a concern for some students and obtaining car insurance may be a problem. Benefits offered by employers can be explored in more depth, as students may be working and actually receiving insurance benefits. For students who will need medical benefits from Social Security after high school, efforts should be made to insure these linkages are made prior to graduation or exit from the school system.

Transition Area
INSURANCE

Skills	Activities	Resources
	Elementary	
know agency eligibility requirements for medical insurance (parents)	introduce representatives at IEP and distribute pamphlets from agencies	Division of Family Services, Social Security Administration
understand medical coverage (parents)	discuss differences between Medicaid/Medicare, explan medical coverage and life insurance	Social Security Administration, insurance agent
	Middle/Junior High	
awareness of various types of insurance (medical, dental, life, disability, car); gather information on cost of insurance; demonstrate an understanding of how to obtain insurance	explore different types of insurance, discuss different policy options; develop a resource book; role play; work benefits, SSI, SSDI	insurance agents from different companies, local employers, agencies
	High School	
understand different types of insurance (liability, medical, dental, disability, SSI, SSDI, Medicare, Medicaid, life, home, renter, etc.); know legal insurance requirements for owning a car; understand insurance benefits from employers; gather cost information on car, house, life, renters, etc. insurance; complete a medical form	visit insurance companies/agencies; guest speakers; investigate obtaining car coverage, medical coverage, collision coverage, deductible (250/500), total accident coverage	list of insurance companies/ agencies, insurance agents, doctors, dentists, pharmacists, insurance agents
	guest speakers, explain to employers type of disability and types of insurance coverage you are already receiving, develop personal information book for future use, obtain medical claim form and fill it out	employers, insurance and agency information, doctor's offices

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Section Six

PARENT, COMMUNITY AND INTERAGENCY INVOLVEMENT

Overview

The foundation for a smooth transition into adult roles lies in the curriculum offered by the school district. However, the school cannot provide everything a student might need. Parents are essential to the process, especially in the early years of schooling. Students themselves become more integrally involved as they age and use their self-advocacy skills to direct future planning and goals. Community support is also essential for comprehensive transition programs, as students will need to access various community agencies (libraries, recreation programs) and businesses (grocery and clothing stores) to practice the skills needed to live, work, play and learn in that community. For students who will need social services after high school, interagency involvement is a crucial component for comprehensive transition programs. This section will briefly discuss parent and community involvement and interagency agreements. It will also provide resources in these areas.

Parental Involvement

Parents are casemanagers in the transition process. If they have been involved in the educational process of their child and have discussed the transition areas over a 12-year period, they will be well prepared to deal with agencies and services needed by their child. It will probably take several years before parents are ready to deal with the intricacies of adult services, since transition planning is just beginning in many schools. Parents involved in early childhood programs today will be expert advocates for their child twelve to fifteen years from now, as they will have learned the advocacy role quite well.

For parents of today, who may or may not have been involved in planning the future with their child, the role of "casemanager" may present difficulties. School personnel have a responsibility to teach parents about transition planning, obtain information parents need to access services, and help parents become positive advocates for their child. This may seem like an overwhelming task to teachers who are already working overtime. But with some careful planning, it can be done! Below are some suggestions to help parents get involved and remain involved in their child's education and future.

- Ask parents to serve on the local Transition Task Force.
- Insure that parents on any committee always have a task to perform (they do not have time to just come and "listen").
- Hold meetings at times that are convenient for parent participants.
- Have refreshments available, even at parent conferences. Cookies and coffee are always appreciated and help people relax.
- Be open to trying strategies that parents suggest. Remember that parents probably know their children better than you do!!
- Establish a systematic, ongoing means of communication with parents.
- Offer parents responsibility in implementing IEP goals. Be sure they really know HOW to implement the goals.
- Offer them resources if they need it (recording forms, task analyses, training/teaching suggestions).
- Ask Missouri Parent ACT (MPACT) to present at a parent meeting.
- Ask parents to call other parents to see what needs they have that the school might be able to meet.
- Ask parents how the school might help with a parent support group.
- Have parents present their jobs or hobbies to a class.
- Discover if any of your students' parents are members of local community groups. Ask if you might present the transition program to that group.

- Think about ways you can get parents to "help" you; rather than always being in the position of "helping" them.
- Plan with parents prior to an IEP meeting. This might be done in writing or over the phone.
- Be sure that parents have something to offer at EVERY meeting. Encourage their participation in every way.
- Encourage parents to become community leaders and initiate new services the community may need.
- Provide a resource directory to parents.
- Plan a Transition Fair with parents and involve community agencies and businesses.
- Invite parents to go on field trips with the class.
- Encourage parents to visit local vocational schools, colleges and universities.

Community Involvement

Students with disabilities will become active members of their community if the community is accepting of them. This integration must be carefully planned, especially for students with more severe disabilities. The community is a resource that schools have not fully utilized. As more schools initiate community-based instruction, community members will become familiar with students who have disabilities. As students use parks, restaurants, recreation activities, public transportation and stores, they have the opportunity to interact with other community members. As students become more integrated into the community, needed services are identified (i.e. transportation) that community leaders might begin to address. Active community members might initiate a Senate Bill 40 Board for the county and provide services through this mechanism. Other ideas might even include economic development for the community (i.e., entrepreneurial activities). Business and industry leaders may become involved in funding some activities or in hiring students with disabilities before and after graduation. Many positive activities can take place in both large and small communities for students with disabilities, if the community has been involved in planning and implementing the transition program. The following suggests some ideas for getting the community involved.

- Obtain understanding and support from the School Board (which includes community leaders) for the development of a comprehensive transition program.
- Ask community leaders and business people to be members of the local Transition Task Force (see Section 2).
- Publicize the transition program through the media (newspaper coverage, public service announcements [PSA] on television and radio, create and distribute brochures).
- Conduct a seminar for business persons on the requirements of the Americans with Disabilities Act. (The ADA Regional Center would be a good resource for a speaker. Information on this Center can be found in the General Resources Section of this manual.) Relate these requirements to goals in the comprehensive transition program.
- Present the transition program to community groups and agencies (i.e, the Chamber of Commerce, Kiwanis, Optimists, etc.). Be sure to include what that group could do for the program, such as provide job sites, funding for a specific piece of equipment or supplies, etc.
- Establish a Business Panel who will be responsible for helping to locate jobs in the community for individual students.
- Conduct a community assessment to discover the services available and identify those services that students need, but are not available at the present time.
- Develop a community resource directory, if one is not already available. The Transition Task Force could be responsible for completing this task. (For more information on developing a Resource Directory, contact Missouri LINC.)
- Identify city services that could be helpful in providing transition services (transportation, parks and recreation, United Way, city personnel directors, hospitals) and collaborate with them to develop needed services.
- Establish School-Business Partnerships.
- Use community members as mentors for students.
- Utilize community members as guest speakers.

Interagency Involvement

Many schools in Missouri have established interagency agreements with the Division of Vocational Rehabilitation for Work Experience Programs in their schools. Some districts have other interagency agreements, involving the exchange of information or roles and responsibilities of each service provider. Under the new transition mandate, new types of interagency agreements are evolving. These agreements delineate the roles, responsibilities, and collaborative efforts that can take place among a multitude of agencies so as to provide the services a student may need. Agencies (including the school) who agree to create an interagency council should be prepared to discuss new, creative arrangements for provision of service to students. In an era of fiscal reduction, no one agency can afford to fund everything. Therefore, transition planning is supporting new kinds of alliances, blended funding, development of new services, and deeper cooperation and coordination of services among agencies. An example of this new type of interagency agreement is the Children's Service that the State of Missouri is creating (for more information, contact the Division of Family Services). Another example is the Interagency Councils mandated by Part H of the amendments to the Education of All Handicapped Children's Act for early childhood special education. This kind of interagency planning does not happen without time and effort.

Before attempting to put an interagency council together for a community, county or region, the following questions should be answered:

- What are the needs of the students with disabilities in your school system? (See District Needs Assessment in the Section 3 Resources.)
- What agencies are available to fill those needs currently?
- What needs are unmet?
- What interagency agreements already exist with your school district (i.e., Vocational Rehabilitation Work Experience Agreement, Early Childhood Council)? Who is involved?
- What interagency teams/councils/committees exist in your area? School representatives may or may not be involved in some of these activities. For example, CASSP teams, county-wide interagency committees, rehabilitation agency councils, Private Industry Council, Families First teams, Family Preservation Teams, etc. Who is involved?

After answering the above questions, one is ready to formulate an interagency council that can meet the needs of students. The Transition Task Force of the district can help decide whether the district can join an existing committee to meet transition needs of students, or if a separate committee is needed, perhaps utilizing some of the same people from other committees. It is advantageous to know what others are involved in before asking for more of their time for additional committee work. If, however, the needs of students support the formation of a specialized transition interagency committee, then one should be formed. Certainly some of the members of the Transition Task Force would be involved in the Interagency Committee.

There are several essential ingredients for successful interagency collaboration (Valentine, Truby & Pisapia, 1982). These are:

1.	**Awareness:**	Know the other agencies involved. Determine service responsibilities, roles and functions of the agency and the consumers they serve.
2.	**Communication:**	Recognize and communicate agency limitations as well as capabilities.
3.	**Interdependence:**	Establish areas of similarity and difference in roles, functions and services.

4.	**Standardization:**	Standardize procedures for referral and for obtaining and sharing information. Specify procedures for sharing equipment, facilities, staff and costs.
5.	**Commitment:**	Insure each member is committed to the goals, roles, functions and procedures that are established.
6.	**Formalization:**	Formalize the collaborative effort through a written interagency agreement.

Valentine, et.al. (1982) also suggested that interagency committees:

- ***Have a plan***
  Make sure that each agency identifies goals, objectives and priorities and discusses commitment of resources.

- ***Proceed with order and method***
  Agree on a method for prioritizing and setting goals for collaboration.

- ***Start small***
  Begin with one prioritized goal and generate successful collaboration for that goal. Failure can result from overcommitment.

- ***Approach each step in a timely and persistent manner***
  Operationalize the action plan as scheduled. Set up a mechanism for review and modification of action steps by the planning group.

- ***Communicate***
  Interagency planning demands full communication from each participant. Keep each member fully informed. Document key decisions in writing.

Some states, such as Minnesota and Iowa have had interagency committees at the local level for a number of years. From their experience, it usually takes at least three years to work through values, philosophy, and roles for the committee members. Although this may be frustrating at times, these local committees can, over time, develop new ways of interacting and collaborating. Based on local conditions and local needs, they are in the best position to relate to policy makers what needs to be done to accommodate the needs of students with disabilities.

When interagency committees produce a written interagency agreement, the following information should be included (Elder, 1980):

- Clear statement of purpose with goals and measurable objectives.
- Definition of terms central to the operation of the agreement.
- Precise delineation of services to be provided by each agency.
- Statement of fiscal responsibility for each service provided.
- Designation of roles and responsibilities (within and across agencies) associated with each service or collaborative activity.
- Designation of staff positions within each agency responsible for:
  - implementing the service,
  - monitoring the implementation
  - negotiating change when necessary

- Specification of general administration procedures including:
  - meeting schedules
  - time period for the agreement
  - case management
  - mechanisms for change
- Evaluation plan for determining the extent to which the agreement's short and long range objectives have been met.

Written interagency agreements are not always necessary for interagency teams to work collaboratively. Many teams function quite well without one. However, when fiscal responsibilities are part of the collaboration, it is wise to have this in writing, so as to protect each agency representative. A written agreement is also helpful as staff turnover occurs. It serves to institutionalize the agreement so that services continue, even if a staff person is replaced.

Sample interagency agreements for use in developing agreements on a local basis are provided in the resources for this section. The General Resource section may be helpful in finding agencies to serve on a local interagency council. Also, this General Resource section contains addresses of agencies in various areas of the state.

RESOURCES FOR SECTION FIVE

Sample Interagency Agreements

SAMPLE #1

AGREEMENT OF COOPERATION BETWEEN THE DIVISION OF VOCATIONAL REHABILITATION MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION AND THE PUBLIC SCHOOL DISTRICTS WITHIN THE STATE

PURPOSE OF THE AGREEMENT

It has been demonstrated that an effective way to meet the needs of special education students is to emphasize vocational experiences in the secondary school setting. In order to involve the Division of Vocational Rehabilitation of the Department of Elementary and Secondary Education in this process, certain procedures must be closely followed.

The purpose of this agreement is to implement procedures that will permit the Division of Vocational Rehabilitation to encumber funds for services that are not readily available to the student by the local school district.

AGREEMENT OF COOPERATION

The Division of Vocational Rehabilitation of the State Department of Elementary and Secondary Education agrees:

A. To assign a rehabilitation counselor to work with the local school district and the assigned special education teacher in the development and implementation of a vocationally oriented program.

B. To determine the eligibility for rehabilitation services of all students with disabilities referred to the agency.

C. To provide necessary services to eligible students with disabilities in accordance with the State Plan for Vocational Rehabilitation providing that these services shall not conflict with the service responsibilities assigned to the public school district by Public Law 94-142, the "Education for All Handicapped Children" Act of 1975. Services will be provided only in instances where funding through P.L. 94-142 sources are not readily available.

D. To approve the nature and scope of services to be provided by Vocational Rehabilitation, in order to assure that these services supplement existing services available within the school curriculum.

E. To provide administrative, technical and consultative service as may be needed through state and district Vocational Rehabilitation staff.

F. The assigned Vocational Rehabilitation counselor will be available to serve as a participant in the development of the Individualized Education Plan (IEP) and correlate the Individualized Written Rehabilitation Program (IWRP) with the student's IEP to assure common objectives and goals and to assure total planning for the student.

G. To provide a copy of the IWRP to the public school district.

H. To perform other duties and functions necessary to carry out the program.

The participating Public School District agrees:

A. To establish a special education cooperative class on a secondary level.

B. To designate a certificated special education teacher to serve as a Vocational Adjustment Coordinator to work with the Vocational Rehabilitation counselor assigned to the local school district.

C. To provide a minimum of one period per school day for release time to the Vocational Adjustment Coordinator for each eight (8) to fifteen (15) students with disabilities in the work experience program for adequate supervision.

D. To provide access to and copies of school records and evaluations required by Vocational Rehabilitation before services may be authorized by the Division.

E. The Vocational Adjustment Coordinator (VAC) will be available to serve as a participant in the development of the IWRP and will correlate the IEP with the IWRP in order to assure common objectives and goals and to assure total planning for the student.

F. To provide an Assurance of Compliance that there is a multidisciplinary assessment on file, an IEP has been developed, the proper programs have been applied and reasonably modified, and the parents have been advised of due process and made aware of the more restrictive environment of Vocational Rehabilitation.

G. To indicate on the student's IEP that the school lacks the resources to provide the needed services or is unable to provide the service in a timely manner.

H. To provide a copy of the IEP to the Division of Vocational Rehabilitation.

I. To establish policies and procedures necessary for the district to comply with the requirements specified in the Missouri State Plan for Part B of the EHA as those requirements relate to the operation of cooperative school work programs in local education agencies. The district shall further incorporate the applicable policies in their compliance plan for P.L. 94-142.

J. To perform other duties and functions as assigned and necessary to carry out the program

This agreement will be reviewed annually to determine if it should be continued and may be terminated by mutual agreement or by either party hereto on thirty (30) days written notice.

This agreement shall become effective upon its signing by the duly authorized representative of the parties hereto.

_____ _____

Superintendent Date

_____

School District

_____ _____

[redacted], Assistant Commissioner Date

Division of Vocational Rehabilitation

SAMPLE #2

AGREEMENT
FOR
■■■■■■ HOSPITAL

THIS AGREEMENT is made and entered into on date last specified appearing herein below between:

(name) School District, of (town) Missouri, a school district organized and existing under the Law of the State of Missouri who is herein represented by (name), its Superintendent of Schools, pursuant to a resolution adopted by the Board of Education of the (name) School District of (town), Missouri at its meeting on (date) and (name) Hospital, organized and existing under the Law of the State of Missouri represented by (name), who is duly authorized to enter into agreements for and in behalf of (name) Hospital.

WITNESSETH:

WHEREAS, the parties hereto desire to cooperate in establishing a continuing educational/vocational relationship for students in the Work Maturity Skill Training Program, whereby _____ School District may utilize specified vocational experiences offered by departments within _____ Hospital;

WHEREAS, the _____ Hospital is willing to make available a classroom facility and work experience positions to _____ School District;

NOW, THEREFORE, in consideration of the mutual promises hereinafter contained, the parties hereby agree as follows:

I. ■■■■■■■ SCHOOL DISTRICT AGREES TO:

A. Adhere to the defined components of the program as set forth in the Work Maturity Skill Training, as approved for the current school year.

B. Assume responsibility for the overall administration of the program including:
   1. evaluation, selection and coordination of students for the program;
   2. provision of on-site faculty for ongoing coordination with _____ Hospital personnel;
   3. provision for processing and payment of wages and any other record keeping activities; and,
   4. supply of all materials and teaching staff for classroom activities for a student population mutually agreed upon by _____ School District and _____ Hospital.

C. _____ School District will provide certified staff to supervise students.

D. _____ School District will advise the _____ Hospital of any proposed change of staff or program.

E. _____ School District's students and faculty will exercise confidentiality in all patient/staff information gained during the training program.

II. ■■■■■■■ HOSPITAL AGREES TO:

A. Provide classroom space to accommodate ten (10) students and faculty when needed.

B. Provide a _____ Hospital designee to collaborate with _____ School District supervisor for overall program coordination.

C. Provide an orientation of the rules and regulations of _____ School District.

III. IT IS MUTUALLY AGREED BY BOTH PARTIES THAT:

A. Patient care is the responsibility of _____ Hospital and is under its control and supervision.

B. Students and faculty will conform to the policies and procedures and follow all directives of _____ Hospital. General regulations will be made available to students through basic orientation.

C. _____ Hospital retains the right to require a student or faculty member to terminate a training program if health status or performance is placing _____ Hospital in jeopardy. Except in extraordinary circumstances, _____ Hospital will discuss the situation with school personnel prior to exercising right of dismissal.

D. _____ Hospital shall not furnish or assume responsibility for insurance of any type, including liability, accident, sickness or health, for any student or faculty member of the school.

E. Any injury/accident occurring on _____ Hospital premises during the scheduled clinical experience will be assessed/rendered emergency care through the facility's Employee Health/Emergency Department at no cost to the student or faculty members. Students and members are not afforded protection under _____ Hospital's Workers Compensation or health care programs; any expenses other than the initial Employee Health/Emergency Department examination or treatment shall be borne by the student or faculty member.

F. _____ Hospital reserves the right to review any material intended for publications by faculty or affiliates if such material makes any direct reference to personnel or operations of _____ Hospital.

G. Neither party shall, in the operation of this Agreement, discriminate against any individual on the basis of race, religion, sex, creed, national origin or physical or mental handicap unrelated to ability.

H. Under no circumstances is the student or faculty of _____ School District to be considered an agent, servant or employee of _____ Hospital while engaged in the program activities as defined in this Agreement.

I. _____ School District will provide _____ Hospital a current certificate of insurance describing professional liability coverage at no less than $1,000,000.00 per occurrence.

IV. TERM AND TERMINATIONS:

The term of this Agreement shall be for one (1) year from _____ and after _____; provided, however, that this Agreement shall be automatically renewed for one (1) year with an annual letter of renewal. A six-month written notice by either party in advance of any annual termination date is necessary to cancel this agreement. Full contracts must be constructed every five (5) years.

_____ _____

Superintendent of Schools Chief Executive Officer

_____ _____

School District Hospital

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SAMPLE #3

COMMUNITY BASED JOB TRAINING PROGRAM AGREEMENT

This Agreement ("Agreement") is made and entered into as of this ___ day of _____, 19__, by and between _(name)_ Hospital, a Missouri not-for-profit corporation ("_____") and _(name)_ School District of Missouri, a Missouri corporation ("the School").

WITNESSETH:

WHEREAS, the parties hereto desire to cooperate in establishing a continuing educational/vocational relationship for students enrolled in the School's Community Based Job Training Program (the "Program") whereby the School may utilize specific vocational experiences offered by departments within _____, and

WHEREAS, _____ is willing and able to provide classroom facilities and work experience positions to students enrolled in the Program.

NOW, THEREFORE, in consideration of the mutual benefits to be derived by the School and _____, the parties hereby agree as follows:

Article I.

Responsibility of the School

1.1 Program. The School shall adhere to the defined components of the Program as set forth by the Community Based Job Training Program Guidelines.

1.2 Selection of Students. The School shall assign to _____ only those students who have satisfactorily completed the prerequisites of the School's educational program prior to clinical assignment at _____ and who are in good physical condition. The School will not assign students who do not have documented proof of immunization for tetanus and diphtheria, PPD Tuberculin Skin Test (and chest x-ray, if appropriate). The School shall provide _____, at least two weeks prior to assignment, the name and any other information reasonable requested by _____, of each student assigned to _____. _____ reserves the right to limit the number of students assigned at any time, as well as the hours and location of practice. Students shall remain subject to the authority, policies and regulations imposed by the School and during periods of clinical assignment, students shall be subject to all standards, rules, regulations, administrative practices and policies of _____.

1.3 Faculty. The School shall provide qualified and competent faculty members, adequate in number, and subject to the approval of _____, to serve as:

a. Faculty advisors who are available for consultation and direction for the student who is on intern assignment with _____.

b. Director of the Internship Program Coordinator or School District Supervisor to answer questions regarding school-hospital policies and procedures. Each faculty member shall be familiar with current practices, policies and procedures of _____, and shall inform _____ of the objectives of the course in which the student is currently enrolled. The School shall coordinate all activities between the School and _____ and shall render all necessary assistance to _____ in respect to all concerns and problems arising in the area of the Internship Program.

1.4 Administration

a. The School shall coordinate all activities between School and _____ and shall render all necessary assistance to _____ in respect to all concerns and problems arising in the area of the clinical experience.

b. The School shall provide for processing and payment of wages and any other record keeping activities.

c. The School shall supply all materials and teaching staff for classroom activities for a student population mutually agreed upon by the School and _____.

d. The School shall provide _____ with the opportunity for preplacement interviewing of any student by the appropriate personnel of _____.

e. The School will have final responsibility for decisions affecting the progress of the student, e.g. grades, credits, and field work hours.

1.5 Confidentiality of Records. The School shall instruct all students assigned to _____ regarding the confidentiality of records and patient/client data imparted during the educational experience.

1.6 Supervision of Students.

a. The School through its faculty shall be responsible for supervising students in the performance of their duties.

b. Students and Faculty shall abide by the rules and regulations of _____ while performing activities pursuant to this Agreement, and students and faculty will not enter any location, engage in any activity or see patients at _____ not authorized by _____ staff.

1.7 Professional Liability Insurance. The School shall maintain, or cause to be maintained, professional liability insurance, or funded self insurance, for itself and for each student and faculty member assigned to _____, covering students and faculty in the performance of their duties at _____. The minimum limits of such coverage shall be $1,000,000.00 per occurrence, $3,000,000.00 per year in the aggregate and if on a claims-made basis, an extended reporting endorsement shall be purchased applicable to all claims arising during the term of this Agreement. Documentation of such insurance coverage shall be provided by the School and each student and faculty member to _____ upon request. Each Institution shall, if requested, provide a certificate of its insurance if a funded self-insurance trust, a letter from its Chief Financial Officer indicating that it has been funded at a minimum confidence level of seventy-five percent (75%). The School shall also maintain Worker's Compensation insurance covering any liability it might incur under Missouri Worker's Compensation Law which arises out of injuries sustained by its employees and students and including employers' liability insurance.

1.8 Indemnifications. The School covenants and agrees, at its expense, to pay and indemnify and save ____ and its members, against all loss, liability, damage or expense arising out of any claims or losses of any kind including, but not limited to, claims for loss or damage to any property or injury to or death of any person, arising out of a student's failure to follow directives, orders or instructions, or acting without direction, or which result from a breach of _____ rules, regulations or policies, or which result from instructions given by School's employees, or asserted by any student for employment benefits, workers compensation, or any other claim. Furthermore, the School's responsibility and expenses are limited in the above manner to its applicable insurance limits and coverages.

1.9 Application Process. The School shall complete a summary of the clinical program in a form attached hereto, marked Exhibit A, and incorporated by reference, at least four weeks prior to the assignment of students at _____. _____ reserves the right to approve or modify any parameters contained in such summary upon notice to School.

Article II.

Responsibilities of ■■■■■■■

2.1 Orientation. _____ shall provide basic job descriptions and assist in the orientation of students and faculty members.

2.2 Opportunity for Clinical Experience. _____ shall provide the opportunity for students and faculty to observe and participate in agreed upon services provided by _____. _____ shall provide work training in designated area for three (3) hours per day Monday through Friday for ten (10) students, and areas to be mutually agreeable to the School and _____.

2.3 Use of Facilities. _____ shall permit students and faculty members of the School to utilize facilities such as the library, lounges, conference rooms, audio visual equipment, or other teaching equipment consistent with the regulation and policies set by _____. The School shall provide necessary supplies for the Student Internship Program. Emergency medical treatment may be obtained at _____, provided that the students, faculty members, or representatives of the School shall be responsible for the payment of charges incurred.

2.4 Removal of Students and Faculty Members. If _____ deems a student or faculty member to be in poor health, performance to be unsatisfactory or detrimental to its health care responsibilities or to the operation of _____ it may remove the student or faculty member effective immediately, from utilizing _____ for clinical experience by notice to the student or faculty member and the School.

2.5 Responsibility for Care of Patients. _____ shall retain full responsibility for the care of patients and will maintain overall administrative and professional supervision of students and faculty of the School insofar as their presence affects the operation of _____ or the direct or indirect care of patients.

Article IV.

Term of the Agreement

The initial term of this Agreement shall begin on the date set forth above and shall end on the ___ day of ____, 19__ and the Agreement shall continue thereafter automatically for successive one-year terms running from ___ to _____, subject, however, to the right of either party to terminate the Agreement, without liability or cause, at the end of the initial term or at the end of any subsequent annual terms by giving the other party prior written notice no later than ____ days immediately preceding the beginning of the next successive annual term. This Agreement may be terminated by either party for cause effective immediately upon written notice to the other party. Causes for termination of this Agreement shall be the breach of any material term contained herein.

Article V.

General Provisions

5.1 Relationship of Parties. Both parties to the Agreement recognize that the relationship between the School and _____ is one of mutual interdependency and that each shall derive maximum benefit by promoting their mutual interest in the Internship Program and student welfare. It is understood that neither assigned students or faculty are employees of _____ and therefore, are not covered by Social

Security, Employment Compensation, or Worker's Compensation. Students shall have no authority, actual or apparent, to take action or exercise any discretion except as the student may be specifically directed to do so by the Internship Instructor.

5.2 Cooperation. The personnel of both parties shall seek each others cooperation in carrying out the provisions of this Agreement. During the term of this Agreement, arrangements may be made for periodic meetings between representatives of School and _____ to promote understanding of and adjustments to any operation or activity involved herein.

5.3 Non-Discrimination. Neither party shall discriminate against any student in its assignment to this program because of race, color, religion, sex, national origin, disability, or status as a Veteran of the Vietnam War.

5.4 Restriction on Assignment. Neither party hereto may assign its interest in or delegate the performance of its obligations under this Agreement to any other person, firm or entity without first obtaining the prior written consent of the other party, except that _____ may assign its interest or delegate the performance of its obligations to a subsidiary or affiliate of _____.

5.5 Successors. All the provisions herein contained shall be binding upon and inure to the benefit of the respective successors and permitted assigns of _____ and School, to the extent any such assignment is consented to by the other party.

5.6 Captions. The captions to the various sections of this Agreement have been inserted for convenience of reference only and shall not modify, define, limit or expand provisions of this Agreement.

5.7 Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be considered an original, and each of which shall together constitute but one and the same Agreement.

5.8 Notices. All notices and other communications hereunder shall be delivered by U.S. mail, postage prepaid:

If to: _____:

Name _____

Street _____

City, State, Zip _____

Attn: _____

Title _____

With a copy thereof to:

General Counsel _____

Name of Institution _____

Street _____

City, State, Zip _____

Attn: _____

If to the school: Name _____

Street, City, State _____

Attn: _____

or to such other person and address as either party may designate in writing.

5.9 Effect of Invalidity; Judicial Interpretation. Should any part of this Agreement, for any reason, be declared invalid, such decision shall not affect the validity of any remaining portion, which remaining portion shall remain in full force and effect as if this Agreement had been executed with the invalid portion thereof eliminated.

5.10 Applicable Law. The parties agree that this Agreement shall be governed by and construed in accordance with the laws of the State of Missouri.

IN WITNESS THEREOF, the parties hereto have caused this instrument to be duly executed by their properly authorized representatives as of the date first above written.

NAME OF SCHOOL

By: _____

NAME OF INSTITUTION

By: _____

EXHIBIT A

Description of Student's Duties:

Scheduled Hours:

Location:

Start Date:

Completion Date:

Student Names:

Faculty Names:

Program Coordinator:

Telephone Number:

Facilities Requested:

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SAMPLE #4

INTERAGENCY AGREEMENT
ON
RELEASE OF INFORMATION TO CHILDREN AND FAMILY SERVICES
PLANNERS AND PROVIDERS

The Directors of Departments of Elementary and Secondary Education, Health, Social Services, and Mental Health of the State of Missouri (Departments) are cooperating and collaborating to plan and to provide services to children and their families through several interagency programs with titles such as "Caring Communities," "503 Projects" and "Child and Adolescent Support Services Program (CASSP)."

Records maintained by the Departments on children and their families are considered confidential or privileged by law and, thus, not to be divulged to the public. To assure that their children are served in a coordinated manner, parents, family members, and guardians can often give permission to divulge information to various state and local governmental and private agencies providing services to children and their families through interagency programs.

The Department Directors recognize that serving a child comprehensively without being at cross purposes requires the coordination of the school, health and social service agencies. Exchange of records and information is necessary to service coordination.

In situations where parents, family members and guardians desire to participate in special interagency programs or to receive such special services and have properly executed a "Release" so that the information can be divulged to the programs, the Directors of the Departments request that the information be divulged to authorized staff of the interagency program agencies unless expressly prohibited by law.

If an employee of any of the Departments believes that any information cannot be divulged to the interagency program upon request with an executed release because expressly prohibited by law, that employee shall bring the matter to the attention of his or her supervisor. The supervisor shall bring the matter to the attention of the Department Director so that a legal opinion can be provided immediately. If it is determined that the information is expressly prohibited by law from being released to the interagency program, the Department Director shall so notify the interagency program and consider initiating efforts to change the law in the interests of planning and providing services necessary in the best interests of children and their families.

In the interests of furthering the interagency aims of providing services to eligible children and their families desiring to receive such services, the undersigned agree that this agreement on exchange of confidential and privileged information to interagency programs shall be carried out within their respective agencies.

_____ Date

_____ Date

_____ Date

_____ Date

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AUTHORITY TO RELEASE INFORMATION
TO CHILDREN/FAMILY SERVICE PROGRAMS
AND/OR AGENCIES

1. I (name and address of service recipient and/or parent/guardian ☐ Request ☐ Authorize

_____

_____

2. (name or general designation of program which is to make the disclosure)

_____

3. To disclose: (kind and amount of information to be disclosed)

_____

4. To: (name or title of the person or organization to which disclosure is to be made)

_____

5. For (purpose of disclosure, e.g. planning or providing certain specified services)

_____

6. Date (on which this contract is signed)

_____

7. Signature of recipient

_____

8. Signature of parent or guardian (where required)

_____

9. Signature of person authorized to sign in lieu of the patient (where required)

_____

10. This consent is subject to revocation at any time except to the extent that the program which is to make the disclosure has already taken action in reliance on it. If not previously revoked, this consent will terminate upon: (specific date, event or condition).

_____

SAMPLE #5

MEMORANDUM OF UNDERSTANDING
AMONG
GOVERNOR'S OFFICE OF CHILDREN
THE ARIZONA DEPARTMENT OF CORRECTIONS
THE ARIZONA DEPARTMENT OF ECONOMIC SECURITY
THE ARIZONA DEPARTMENT OF HEALTH SERVICES
MARICOPA COUNTY JUVENILE COURT CENTER

This MEMORANDUM is for the purpose of providing a description of the responsibilities and commitments of the participating agencies in the Interagency Case Management Project (ICMP).

PROJECT PURPOSE

The purpose of the Interagency Case Management Project is to provide services to multiple-problem children and their families utilizing interagency resources and an interdisciplinary approach.

AGREEMENTS

A. **Each participating agency is responsible for:**
   1. Providing, as designated below, experienced staff who are performing at a superior level within the agency.
   2. Providing funding for personal services, employee related expenses, supplies and equipment.
   3. Ensuring that assigned staff are provided agency information, included in agency activities, and are eligible for all employment benefits within the agency.
   4. Delegating supervision of assigned staff to the ICMP supervisor.
   5. Ensuring the availability of services to all ICMP clients within legal constraints.
   6. Direct payment or reimbursement for services utilized by its respective clients.
   7. Providing information about ICMP to agency staff and ensuring cooperation.
   8. Ensuring the active participation of upper level management in the ICMP Policy Committee.
   9. Cooperating in evaluation of ICMP.
   10. Providing a project director as agreed for a designated period of time.

B. **The Governor's Office for Children is specifically responsible for:**
   1. Representing ICMP to appropriate community and legislative groups.
   2. Providing liaison between ICMP and the Governor's Office.

C. **The Arizona Department of Economic Security is specifically responsible for:**
   1. Providing two (2) case managers from the Administration for Children, Youth and Families.
   2. Providing one (1) clerical position from the Administration for Children, Youth and Families.
   3. Providing one (1) case manager from the Division of Developmental Disabilities.
   4. Providing technical assistance in the project evaluation.

D. **The Arizona Department of Corrections is specifically responsible for:**
   1. Providing two (2) case managers.

E. **The Arizona Department of Health Services is specifically responsible for:**
   1. Providing two (2) case managers.
   2. Providing office space, telephones, postage and copying.

F. **The Maricopa County Juvenile Court Center is specifically responsible for:**
   1. Providing two (2) case managers.
   2. Providing liaison with the Juvenile Court Judges, Commissioners, and Referees.

REVIEW

This Memorandum of Understanding is to be reviewed annually by the ICMP Policy Committee.

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Adapted from: Korloff, N.M. & Modrein, M.J. (1989).

SAMPLE #6

MEMORANDUM OF AGREEMENT

This agreement, entered into on this 1st day of April, 1986, among the Youth in Transition - The Alabama Experience and the following agencies: the Division of Vocational Rehabilitation and Crippled Children Service; the Selma City Board of Education; the Dallas County Board of Education; the Dallas County Health Department; the Cahaba Regional Mental Health/Mental Retardation Center and the West Central Alabama Easter Seal Rehabilitation Center will have the following stipulations:

I. **Purpose**

The purpose of this Agreement is to enable the local Task Force to design, develop, implement and monitor a community-based service model to assure a continuum of services for chronically ill and/or disabled adolescents at risk in their transition to maturity.

II. **Services to be Provided**

A. Division of Rehabilitation and Crippled Children Service

1. **Vocational Rehabilitation Service (VRS)**
   - a. Vocational Rehabilitation Service will assign a Counselor to act as a liaison between the Youth in Transition project and the Vocational Rehabilitation Agency.
   - b. The Vocational Rehabilitation Agency will determine eligibility of all clients referred by the Youth in Transition project for rehabilitation services.
   - c. The liaison will inform the Project Director of the eligibility of all referrals for Vocational Rehabilitation Services.
   - d. The liaison will make medical assessments, psychological assessments, vocational evaluations, individualized written rehabilitation plans, or a written case summary available to the coordinator of the Youth in Transition project, provided the participant and/or his guardian signs a valid release form.
   - e. The liaison will provide guidance and counseling, vocational assessment, training and physical restoration services to participants of the project who meet eligibility standards within the guidelines of agency policy.
   - f. The liaison will participate in meetings of the local Task Force.
   - g. The liaison will participate in training sessions held for members of the Task Force.
   - h. The liaison will make referrals of possible candidates to the Youth in Transition project.

2. **State Crippled Children Service (SCCS)**
   - a. State Crippled Children Service will assign a worker to serve as a liaison between the project and SCCS who will also participate in the project training sessions.
   - b. The SCCS will provide medical diagnosis and treatment to those participants in the project who meet the agency eligibility requirements.
   - c. The SCCS will provide physical therapy, audiological assessment, medication, glasses, hearing aids, speech therapy, nursing and social services to those project participants who are accepted for services by the SCCS.
   - d. SCCS will refer adolescents known to the agency who might meet the guidelines for the project.

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e. SCCS will provide consultation as staff time and availability allow in nursing, physical therapy, audiology and social services.
f. SCCS will assist in developing individualized plans for participants.
g. SCCS will provide the project coordinator medical information if that participant or guardian has signed a current release of information form.

3. **The West Central Alabama Easter Seal Rehabilitation Center (WCAESRC)**
   a. WCAESRC will be a referral source of known adolescents who might meet the guidelines for the project.
   b. WCAESRC will provide a staff person to act as liaison between the project and the Center.
   c. WCAESRC will provide a staff person to participate in the local Task Force of the project and participate in training for the project.
   d. WCAESRC will share information with the project provided the participant and/or his guardian signs a proper release of information form.
   e. WCAESRC will provide vocational evaluation and adjustment services to participants within the project provided that they have a financial sponsor for these services.
   f. WCAESRC will provide speech and audiological services to those participants in the project that have a financial sponsor.
   g. WCAESRC will provide meeting space for the Selma Task Force of the Youth in Transition - The Alabama Experience project.

4. **The Dallas County Board of Education (DCBOE)**
   a. The DCBOE will appoint a staff person to serve on the local Task Force of the Youth in Transition project.
   b. The DCBOE will appoint a staff person to participate in training sessions for the project.
   c. The DCBOE will refer possible candidates to the Youth in Transition project.
   d. The DCBOE will make school records, psychometric reports, medical information and social data available to the project provided the participant and/or his/her legal guardian signs a valid release of information form.
   e. The DCBOE will provide academic training for those participants in the project who live in the geographical catchment area of the Dallas County Schools.
   f. The DCBOE will provide vocational training, guidance and counseling, vocational assessment and vocational counseling to those participants in the project who live in the geographical catchment area of the Dallas County Schools.
   g. The DCBOE will provide those participants enrolled in Dallas County Area Vocational School that meet the JTPA economic need eligibility standards with Pre-Employment Skills Training.

5. **The Dallas County Health Department (DCHD)**
   a. The DCHD will provide a staff person to act as liaison to the Youth in Transition project.
   b. The DCHD will provide a staff person to participate in the local Task Force of the project.
   c. The liaison will also participate in training programs for Task Force members of the project.
   d. The DCHD will be a referral source for possible candidates in the project.
   e. The DCHD will provide cancer detection, family planning, health education, immunizations, prenatal and postpartum maternity care, tuberculosis screening, diagnosis and/or treatment of venereal disease and nutritional education to those program participants who meet eligibility standards of the Dallas County Health Department.

6. **Selma City Board of Education (SCBOE)**
   a. The SCBOE will assign the special education coordinator to serve on the Selma Task Force for the Youth in Transition project for services.
   b. The SCBOE will refer potentially eligible students to the Youth in Transition project for services.
   c. The SCBOE will provide the Youth in Transition project with current, written intellectual assessments, copies of students' cumulative records and other reports upon the receipt of parental permission to release such data.
   d. The SCBOE will inform Youth in Transition project staff of eligibility requirements for special education services.
   e. The SCBOE will participate in training sessions held for Task Force members.

7. **Cahaba Regional Health/Mental Retardation Center**
   a. The Mental Health Center will assign a mental health therapist as a liaison between the Youth in Transition project and Mental Health, and this person will serve on the Task Force.
   b. The liaison will participate in training for this program and attend Task Force meetings.
   c. The Mental Health Center will refer potentially eligible clients to the Youth in Transition project for services.
   d. The Mental Health Center will provide copies of psychological and psychiatric evaluations with written release of information forms signed by parents/guardians or adolescent as required.
   e. The Mental Health Center will provide individual, family and group therapy, psychological, psychiatric evaluations and medication as needed for Youth in Transition project participants, according to Mental Health Center policy that the adolescent be an active client of the Center.
   f. The Mental Health Center will inform the Youth in Transition project staff of Center eligibility requirements for Mental Health services.

The duration of this Agreement is from April 1, 1986, through June 30, 1988. This Agreement will be reviewed annually.

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Adapted from: Korloff & Modrein, 1989.

Section Seven

ASSESSING PROGRAM EFFECTIVENESS

Overview

Accountability has been the buzzword of the 1980's and will continue to be as important in the 1990's. However, another word will be added to the "buzzword" list: effectiveness. New programs such as transition, as well as traditional programs will be evaluated not only for accountability (did we do what we said we would do?) but for effectiveness (have our programs made a positive difference to our students?).

What is the purpose of evaluation?

Program evaluation may seem like a monumental task. Before undertaking such a task, we need to understand why we are doing it and what benefits it can give us. Smith et. al. (1987) defined program evaluation as a planned process of gathering and analyzing data that make decisions less risky. If we don't know what works, how do we decide what programs to offer? Program evaluation needs to be practical. It needs to be designed to answer questions we have about our students and our programs. "Bigger" and "more data" is NOT always "better". More time should be spent defining the questions we need answered than in analyzing tons of data gathered for unknown purposes! For example, if we want to know whether community-based instruction leads to productive employment after graduation, we would design procedures to gather data on the secondary curriculum of comparable students who had and did not have community-based instruction and contact them after graduation (follow up) to determine their current employment status. Another example might be to determine if the secondary curriculum has any relationship on whether students with disabilities are successful in a postsecondary environment. Again, a comparable student sample would be drawn and contacted as to their success in a postsecondary environment and then correlated to the students' secondary curriculum and IEP goals and objectives.

What are the benefits of program evaluation?

Transition program evaluation can help us determine the effectiveness of our curriculum and discover the areas of adult needs which other community systems should address. For example, a follow-up study may indicate that students are productively employed, but that they have little or no access or use of recreational facilities in the community. This information could be given to the community Parks and Recreation Department to develop strategies for access by populations with special needs. If we discover that transportation is a barrier, the City Council might be made aware of this fact. The follow-up study may indicate that former students are having a difficult time finding or maintaining employment and further investigation suggests that their social skills are inadequate. This finding would impact on the curriculum and suggest that the teaching of social skills needs to be stressed in various ways throughout the school years.

Program evaluation can also help us determine the necessity for program expansion. It can help identify areas of new needs and clarify the direction for expanding programs. An example may be the need for the inclusion of social skills in the curriculum, or the need to develop a parent involvement program. Transition program evaluation can help determine needed program improvements. Evaluation helps to locate the strengths and weaknesses in the various components of the transition program. In the above

example, a weakness in relation to social skills training was found. Likewise, evaluation can pinpoint strengths. For example, during the follow up of a community-based instruction program, it might be found that those students who participated in community-based instruction for three or more years tended to be employed in full time, competitive employment at a much higher rate than those comparable students who did not participate or who participated for a shorter time period. This finding surely indicates a strong program component which might benefit more students if instituted in a systematic manner.

Evaluation results can be used as a marketing tool (Smith et.al, 1987). If distributed thoughtfully, the results of the evaluation can be used to gain understanding and support for the transition program both within the school and the community. Positive findings, presented clearly, will help others see the relationship between the program and the successful outcomes of former students. Cost effectiveness indexes might be utilized to demonstrate the efficiency of the program. For example, a chart could indicate the cost to society of having people on support programs (SSI, welfare) as opposed to the cost of appropriate education, post school employment and independent living.

How do I get started?

Transition program evaluation can be a complex and confusing process. Probably the most difficult step is deciding where to begin. Assessing program effectiveness can be accomplished at various levels. One can look at individual outcomes, such as the increase in the use of appropriate social skills for a student whose IEP goals and objectives are written for this outcome. Or one could evaluate a specific program component, such as the variety of jobs and satisfaction of students in a work study program. One could also evaluate the curriculum, another component of transition programs. These evaluations might be called internal assessments, since they rely on information generated within the school system.

External evaluations, so called because they entail obtaining information not necessarily found within the school itself, might include follow-up studies of school leavers; employer satisfaction with work study students, or graduates; or surveys designed to discover parent satisfaction with their child's educational preparation. External evaluation may be more difficult to accomplish just because it involves the necessity of obtaining information from persons with whom school personnel have traditionally limited interactions.

What are some examples of internal measures?

Curriculum Effectiveness

Evaluation of school programs is performed to determine the effectiveness of the curriculum. Education is designed to prepare all students for adult roles. Transition programs and services have been mandated due to studies indicating the INEFFECTIVENESS of the curriculum used in schools today (Wagner, 1989). Our students are not prepared for work roles and other adult roles. Follow-up studies are one method of evaluating the effectiveness of the curriculum, but these studies often take a long time to complete. There are other methods that might be useful to obtain information about the effectiveness of the curriculum while students are still in school.

Effectiveness of Instructional Methods

All students in special education have individualized education programs (IEPs) written each year. These programs are designed to strengthen the skills of the students and are based on individual needs. Achievement criteria are noted within the IEP for each of the objectives. The progress of students toward their goals and objectives are documented at various times throughout the year. Most teachers know when students are learning and when they are not achieving the objectives (whether in the regular classroom or in a special eduction classroom).

Measuring Percentage of IEP Goals that are Met

An analysis of the percentage of the goals and objectives reached by students might be used as an indicator of instructional effectiveness. If students are reaching the majority of goals, then the next step is to attempt to evaluate whether or not the skills are being generalized to other settings. If a student has accomplished making change in the classroom, the next test is whether he or she can make change in the real world, for example, at the grocery store. Another example might be that a student has reached the criterion level in reading for entry into a regular social studies class, but does this translate into effective reading/comprehension for this particular class?

Measuring Percentage of IEP Goals Related to Adult Outcomes

A yearly analysis of a sample of IEP goals and objectives would be a technique to determine whether goals and objectives written for students are related to adult functioning. Questions that might be asked are:

1. What percentage of goals and objectives relate to the acquisition of appropriate social skills?
2. What percentage relate to the acquisition of appropriate employability skills, such as punctuality, grooming, showing initiative, producing high quality work, organizational skills, etc.?
3. What percentage relate to necessary adult life skills, such as banking, transportation, decision making skills, etc.?
4. Are there goals in each student's IEP that relate to transition needs for the students, such as coordination with adult agencies?

Using Grades to Explore Effective Methods

A cursory analysis of the grades earned by students in special education at mid-quarter and semester might be one form of evaluation that could be done fairly quickly. This overall evaluation would need to include all students in a particular category in order to see any trends for effectiveness in instructional methods. For example, if the grades and classes of all students with learning disabilities were compiled, one might be able to note which students were achieving adequately in what classes. The methods used in these classes might be further studied (through observation) to determine why they "work." Likewise, classes where students were not earning passing grades might be analyzed for their methodology. In this way, students with learning disabilities might be scheduled into classes that were supportive of their learning styles thereby enhancing their chances to succeed. Where low numbers of students in special education categories exist (i.e. rural schools), keeping track of grades over time might be useful (several classes of students with learning disabilities).

Special education teachers in self-contained classrooms have more opportunities to try various instructional methods and to determine which are effective for each student. Effective instructional methods should become a part of the IEP so other teachers might know what methods work most

often with a student. This information should be passed along to adult agency personnel when planning for transition, so these personnel will know where to begin with the students.

Curriculum-Based Assessment

Curriculum-based assessment (Hargis, 1987) can provide ongoing, even daily, evaluation of the effectiveness of instructional methods. This type of assessment pinpoints the difficulties of a student. Frequent assessment and feedback combined with good recordkeeping techniques can be used to help students but also to help teachers know when to change their methods to increase student understanding. Curriculum-based assessment can be used in both regular classrooms and self-contained classrooms. Students can be taught to "self-monitor" progress to relieve the recordkeeping duties of the teacher. Curriculum-based assessment records are not only effective for student progress, but can become a part of the overall evaluation of instructional methods used by teachers.

Curriculum Alignment

Curriculum alignment refers to the sequencing of skills and educational objectives so that all teachers (K-12) understand how the total curriculum fits together. Many schools are in the process of aligning their curriculum and developing curriculum guides. These curriculum guides outline educational goals for all students. If these goals are outcome based and relate to adult roles, they can easily be incorporated into IEPs which will guide the student's program for the transition into adult life. Teachers from kindergarten to twelfth grade have access to the guides and from them can determine what has already been taught and develop lessons to reinforce those concepts and build upon them. Another way to evaluate curriculum effectiveness as well as effective instructional methodology is to keep track of student retention and progress from year to year. When working with an outcome-based curriculum, the management of goals and objectives achieved or not achieved in one year can easily by tracked (by computer) and analyzed. Those concepts that are not well retained by a majority of students may need to be introduced at a different level or reinforced more often throughout the grade levels.

The above examples are offered to spur further thinking about other methods to evaluate curriculum efforts. The implementation of transition programs often begins with a look at the curriculum. Curriculum is NEVER finished; it is always "in process". Evaluation of the curriculum should focus on the outcomes for individual students. Questions should be asked that relate to the adult roles of students. What are the skills needed after graduation? Where is the student likely to be after graduation? Where does the student want to be? Answers to those questions must guide the development and ongoing revision of all curriculum for students in the educational system today.

What curriculum areas are vital to successful transition?

Many curriculum areas can be evaluated through follow-up studies, but can also be evaluated on an ongoing basis while the student is still in school. Some of these areas may be new and therefore need ongoing assessment of their effectiveness in preparing students for transition.

Functional Curriculum

A functional curriculum is one that is relevant to the students and emphasizes the skills students will need in their current and future lives. A functional curriculum teaches skills in the setting in which they would naturally be used. Real materials are used to teach real skills in a functional curriculum. A functional curriculum is vital to transition since many students with disabilities do not generalize information from the classroom to other settings. Instruction in the community may improve social,

leisure/recreation, employment and community living outcomes for graduates. A functional curriculum is comprehensive in the content and covers all skills needed for adult life--including work skills and behaviors, social skills, independent living, relevant academics, community access/mobility, study skills, community participation and communication. The curriculum should be evaluated on an ongoing basis to determine if students' needs are being met and if the students are performing skills in the natural environments. Checklists can be completed by parents, employers and teachers to determine if students are applying learned skills.

Independent Living

Independent living skills encompass a wide range of personal hygiene and home management skills. The acquisition of these skills can be evaluated by asking parents if students do chores at home and, if so, how well do they perform? Grooming and personal hygiene skills can be evaluated at school and on the job training site. Does the employer note any hygiene problems? Has the employer seen an improvement in hygiene skills?

Social/Personal

Social/personal skills are critical to students' successful school experience and future job placement and retention. Social skills can and should be taught as other content areas with specific plans to introduce, model, practice, review and evaluate the skill. Educators can evaluate the effectiveness of their efforts by surveying the students and parents on indicators of effective use of social skills. Some of these indicators might be: Is the student dating? What clubs have they joined? Are they active in church? What do they do with their friends? Other teachers and school personnel will also have information about the success of students as they learn new social skills.

Leisure/Recreation

Leisure/recreation skills should be part of the curriculum to help with the age-old problem of students not doing anything with their free time (except watching TV). Again teachers can talk with parents to find out what activities the students currently do during their free time and to help brainstorm ideas that can be part of the curriculum. After new leisure/recreation skills are taught parents and students can be asked how well these skills have generalized to fill the students' free time. Teachers can also develop objectives for communication with various agencies and evaluate these objectives with community recreation programs. Some sample objectives might be: Has the student indicated an interest in a certain recreational activity? Has she/he called agencies about enrolling? Has he/she participated in the activity? Have recreational service agencies been notified of the student's needs by school personnel?

Self-Advocacy

Allen (1988) states that the best "method of advocacy is self-advocacy." Educators can evaluate the curriculum to determine the opportunities students are given to make choices and to learn decision making skills. Are the students provided a formal course in assertiveness training and self-advocacy? If not, such a course (or unit) might be included in the secondary curriculum. Even without a formal course, goals and objectives for self-advocacy might be written as follows:

1. After instruction, the student will be able to explain his/her disability and accommodation needs during a mock job interview.
2. After instruction, the student will be able to state his/her rights for academic or job accommodations.
3. After instruction, the student will be able to state his/her desired classes during an IEP meeting.

There are many areas of life in which students will need to "speak up" for themselves. This skill should be taught and evaluated in different settings. Some indicators of self-advocacy skills might be:

- active participation in IEP meetings.
- ability to call strangers on the phone and gather information.
- ability to state their needs.
- ability to explain their disability.
- ability to explain their strengths and weaknesses.

What are some examples of external measures?

Adult Outcomes

One way to begin an external program evaluation is to look at various adult outcomes of students. There are many aspects of adult roles that our curriculum must address if the goal is to prepare students for success in those adult roles. Follow-up studies with carefully phrased questions can give information about the current employment, social, and living status of past students; and also give information to make improvements in the current program. Follow-up surveys may also be given to employers, community resources, parents, and postsecondary educators. All of these partners in the transition process have a stake in evaluation as it leads to making program changes which effect the adult outcomes of future graduates.

Program Objectives

Before a follow-up survey can be developed, the goals of the program need to be determined as they relate to anticipated adult outcomes. Prior to developing a survey form, the partners in transition might ask themselves a broad question: "What type of life do we hope the graduates will be living ten years after graduation?" This general question will provide some sense of vision for which program objectives can be developed. Some examples of program objectives might be:

80% of the graduates who are not involved in further training will be employed.
90% of the students attending a postsecondary program will successfully complete their program of study.
80% of the graduates have a reliable means of getting around in the community.
80% of the graduates live in an apartment or house outside of their parents home.

Follow-up Questions

Once program objectives have been developed, educators and other partners in the transition program can write questions to include in the follow-up study. These questions should prompt the development of survey questions which will provide information to evaluate the program objectives.

Sample Questions

Employment: Is the graduate working? How many hours per week? Salary? What is the graduate's work history? Is the graduate happy with the job? What benefits does the graduate receive? Who helped the graduate obtain this job? If the graduate is not working, why not?

Post School Training/Education: What institution is the graduate attending? What course of study is the graduate pursuing? Has the graduate been successful so far?

Living Arrangements: Where does the graduate live? Does the person live alone or with others? Does the graduate receive money from unearned income (i.e. SSI, parents) to live independently?

Transportation: How does the graduate get around in the community? Does the graduate have a driver's license?

Recreation/Leisure Activities: What are some of the graduate's favorite ways to spend leisure time? What community resources are used (i.e. parks, libraries, recreation facilities)? Does the graduate belong to any civic organizations or clubs?

Insurance Issues: Have any medical or dental problems had an effect on the lifestyle of the graduate?

Socialization Activities: Is the graduate generally happy about life? How many close friends does the graduate have? What are some activities the graduate likes to do with friends?

Sample Follow-Up Analysis:

The following information is mock data from a follow-up study. In this case, we are looking at composite data (N=50) from graduates with mild disabilities (learning disabilities, mentally retarded, behavior disorders, speech/language, etc.). Take a few minutes to look at the types of data and the responses.

From District Records

1. **Ethnic Origin:**
   - 16 Black Non-Hispanic
   - 0 Asian/Pacific Islander
   - 28 White Non-Hispanic
   - 1 American Indian/Alaskan Native
   - 5 Hispanic
   - 0 Other

2. **Gender:**
   - 24 Males
   - 26 Females

3. **Manner of Exit:**
   - 30 **graduate** - exited school with a diploma or certificate (typically at age 18).
   - 1 **age-out** - met legal age limit and formally exited from school without diploma (at age 21).
   - 2 **transfer** - moved out of district.
   - 17 **drop-out** - non-school attender who is under 22 years of age, does not have a high school diploma or its equivalent, and has not enrolled in another high school or equivalent educational program in the district.

4. **Indicate former student's program setting:**
   - 28 Regular Class - full time
   - 20 Regular Class - at least half time
   - 2 Special Class - full time
   - 14 Regular Vocational Education
   - 4 Work-Study Program
   - 1 Community Based Coursework/Training

5. **Indicate transition domains addressed by IEP objectives:**
   - 40 Jobs and Job Training
   - 2 Recreation and Leisure
   - 15 Home Living
   - 20 Community Participation
   - 5 Post Secondary Training and Learning
   - 6 Socialization Skills
   - 25 Did interagency planning occur?

6. **Estimate the percentage of time spent on each curriculum area:**
   - 30 Academic (e.g. math, english, history, science, foreign language, art, music, physical education)
   - 15 Vocational (e.g. industrial arts, home economics, career exploration, vocational assessment, community work study)
   - 5 Functional (e.g. drivers education, community living, computer skills, recreation/leisure skills, personal/social skills)

School Experiences from Student Follow-Up

7. **Would you say that the career counseling you received while in high school was:**
   - 4 very helpful
   - 29 adequate
   - 2 not helpful
   - 15 or you didn't receive any?

8. **Were your school experiences helpful in training you to find a job:**
   - 2 very helpful
   - 15 somewhat helpful
   - 11 not helpful at all, or
   - 22 your education did not include that type of training.

9. **Were your school experiences helpful in training you to keep a job?**
   - 2 very helpful
   - 15 somewhat helpful
   - 11 not helpful at all
   - 22 my education did not include that type of training.

10. **How helpful was your education in preparing you to get along with others?**

0 very helpful
11 somewhat helpful
7 not helpful at all
32 my education did not include that type of training.

11. **How helpful was your education in preparing you to do things like cook, repair things, do the laundry, clean house, pay bills, and apply for jobs, etc.?**

2 very helpful
13 somewhat helpful
5 not helpful at all
30 my education did not include that type of training.

Employment

12. **Are you currently working or in the military?**

28 yes
22 no

13. **If you are not working, do you want to work?**

18 yes
4 no

14. **Who was most helpful to you in finding your current job?**

0 myself
2 a friend
20 a family member
2 someone from my high school (for example, a teacher or work coordinator)
4 someone at a community agency (for example, a job placement person or social worker)

15. **Which one of the following best describes your job?**

23 working at a regular job (part time or full time)
1 serving in the military
2 working and going to school
0 working with a job coach
1 working at a center with persons who have disabilities
1 working at some other job setting

16. **How many hours do you work per week?**

1 less than 10 hours
7 10 to 20 hours
18 21 to 30 hours
1 31 to 40 hours
1 more than 40 hours

17. **Have you received any promotions in the following areas?**

2 increase in wages
1 special bonuses
2 greater responsibility
0 improved health benefits
1 paid vacation
0 none of the above

18. **How much money do you earn per hour?**

0 zero (no wages)
0 less than $2.00 an hour
7 $2.00 to 3.35
19 $3.36 to 5.00
2 $5.01 to 8.00
0 more than $8.00 an hour

19. **How long have you been working at your current job?**

12 less than 6 months
5 6 months up to 1 year
6 more than 1 year to 2 years
5 over 2 years

20. **Did you work while in high school?**

15 yes
13 no

21. **How many months did you work while in high school?**

2 3-6 months
8 13-15 months
4 7-12 months
1 16 or more

22. **Have you left any jobs?**

20 yes
8 no

Why did you leave your job?

10 laid off
1 health reasons
6 quit
6 job was too hard
2 fired
9 couldn't get along with boss
4 transportation
12 couldn't get along with co-workers

23. **What benefits have you had on the job?**

20 none
0 dental insurance
2 sick leave
10 free meals
1 vacation
0 life insurance
1 health insurance

24. **At work, what is the biggest problem you have had?**

0 doing good work
13 people picking on you
0 working the entire day
20 boredom
9 your boss being happy with your work
1 no problem
10 people not talking to you

Living Skills

25. **First, we are interested in knowing how you might spend your free time . . . During the last month, have you exercised, for example, taken a walk in the park or worked out at a gym?**

20 yes
30 no

26. **During the last month, have you spent any free time away from home, for example, at sporting events, restaurants, the mall or movies?**

9 yes, by myself
31 yes, with a friend
6 no
4 yes, with a family member

27. **When you want to go somewhere, how do you usually get there?**

22 drive a car or motorcycle
0 take a taxi
4 walk or ride a bicycle
12 get a ride from family or friends
11 ride the city bus
1 ride a special bus or van
0 none of the above

28. **Which of the following community resources do you use most?**

10 parks
7 softball fields
2 libraries
15 football fields
12 pools
2 skating rinks
1 gymnasiums (basketball, racquetball, weights)
0 other
10 baseball fields

29. **Who do you visit with most often each week?**

20 parents, brothers, sisters (family members)
27 friends
3 someone else

30. **Next, we would like to know if you are registered to vote for people in public office, for example, the President of the United States?**

5 yes
45 no

31. **The next question is about your living arrangements . . . whom are you living with currently?**

1 by myself
8 with friends
1 with my spouse
31 with my parents or other family members
2 with my foster parents
1 with housemates who are not former friends or relatives
6 with relatives

32. **What are your sources of money on a regular basis?**

28 job
1 husband/wife
35 parents
16 welfare
2 vocational rehabilitation
2 social security

33. **What part of your living expenses do you pay?**

3 all (rent, doctor bills, insurance, car, food, etc.)
20 more than half
20 less than or equal to one-half
5 you chip in what you can
2 none

34. **What do you use to buy things?**

17 credit cards
25 charge accounts
50 cash
35 checks

35. **What do you spend most of your money on?**

2 food
1 clothing
42 housing/living expenses
3 recreation
2 car payments
0 medical/dentist

36. **How would you describe yourself?**

7 outgoing, with lots of friends
14 shy, with very few friends
21 have a few close friends
8 prefer to be alone

37. **Most of the time, how do you feel about life?**

3 very unhappy
15 unhappy
30 happy
2 very happy

38. **When you have a problem you can't handle on your own, who do you usually go to for help?**

2 parent(s)
10 brother(s) or sister(s)
14 friend (boyfriend, girlfriend, etc.)
1 husband/wife
1 counselor
2 minister
0 doctor
20 no one

Form adapted from: Johnson, D.R. & Sinclair, M.F. (1990). In D. Kearns (1990). *Follow-up study results based on 1987 graduates of four Missouri school districts.* Missouri LINC, University of Missouri. Columbia, MO: unpublished manuscript.

This data provides a wealth of information that can be related to transition programming and curriculum. The following examples demonstrate how to use this data for program planning. **PLEASE NOTE that statistical analysis would need to be conducted for greater confidence in drawing conclusions**. No analysis was performed on this mock data. These conclusions are drawn for demonstration purposes only.

Example 1:
We know that 17 students dropped out of school (we don't know why). We also know that 48 of the students were in regular classes at least half-time. We could cross analyze this data via a computer program if we wanted to find out if there were any relationships between program setting and dropping out.

Example 2:
We have many students stating that their educational experiences were not very helpful in training them for jobs; and almost all working graduates work less than full time. It may be that the career counseling, career education, career exploration and preparation components of the curriculum need to be developed and emphasized.

Example 3:
From the living skills and self-concept questions, we know that most of these graduates are still closely connected to their families; socially and financially. However, emotionally, they rely on their friends for help with problems. Depending upon other answers, this information may guide in the development of parent training programs for understanding late adolescents/early adults. We might also consider training in voter registration, since most of the graduates are not registered to vote.

Example 4:
Many students who want to work are not working. This may be an indication of weak transition planning (see question 5) or need for strengthening interagency coordination with adult service agencies.

These questions and the resulting data may appear bleak. Most districts will find both strengths and weaknesses in their programs based upon follow-up data analysis. These brief examples were skewed toward the negative side in order to demonstrate how program evaluation (like follow-up studies) can produce information on which decisions can be based. The questions asked in follow-up studies should be based on the outcome objectives agreed upon by the district and/or the transition planning team.

It is helpful to have comparison data on non-special education graduates in order to make comparisons and be able to better determine reasons for the findings. If, for example, the data indicate that 85% of non-special education students graduated from high school, then a 50% graduation rate for special education students may be suspect. Reasons would need to be found for this disparity. However, if only 50% of non-special education students graduated, then the 50% rate for special education students shows no difference. (A 50% graduation rate would be worrisome and indicate significant problems for both populations!)

What can be learned from follow-up study results?

Information derived from follow-up studies may help educators determine what changes in the secondary curriculum need to be considered to make it more effective. One benefit that can come from follow-up studies is information, in retrospect, about the school curriculum. For example, if a graduate is not working, is it because that student was never enrolled in a vocational program? If several graduates are having trouble maintaining employment should employability skills--how to get and keep a job--be emphasized in the curriculum? Do social skills need to be a priority in the curriculum for some students?

Do alternative instructional strategies need to be considered? A benefit of looking at past educational experiences and adult outcomes is to determine what changes must be made in the "how" of instruction. All students have preferences in how they learn and many students learn better and more efficiently if their learning styles are matched with the type of instruction provided. For example, an auditory learner will better understand material presented during lecture, from audio tapes of written materials or from having directions read to them. It may be that a poor work history is due to a poor match between the worker's preferred learning style and the demands and environmental characteristics of the work setting.

Did the graduate receive instruction in a functional curriculum? A functional curriculum is comprehensive in the content of skills taught. It covers all skills needed for adult life--including work skills and behaviors, social skills, independent living, relevant academics, community access/mobility, study skills, community participation and communication. A functional curriculum is also comprehensive in the sequence of skills being taught in grades K-12. When educators from the various grade levels teach skills that build on skills previously taught, instructional time is not wasted. Could a lack of a comprehensive functional curriculum effect all adult outcomes for graduates?

Were skills taught in the most appropriate setting? Was the curriculum functional in regard to the instructional settings being used? It is known that many students with disabilities do not generalize information from the classroom to other settings. Instruction in the community may improve social, leisure/recreation, employment, and community participation outcomes for graduates. Materials and equipment used in classrooms should also be referenced to the community. For example, does the computer lab use the same computers as the major businesses in the community? This match of school and community business materials and equipment can have a profound effect on the employability of graduates.

What gaps in services exist after examining the adult outcomes of former students? Are graduates not receiving services which effect their quality of life because interagency cooperation was not stressed in the transition planning process? For students with more severe disabilities who need support to be successful in vocational and living arrangements, the lack of cooperation with adult service agencies while in school, may create many gaps in their lives. If the graduate is not working, is it because adult services agencies were not contacted to secure a supported employment position? Is the graduate still living at home even though a supported living arrangement is the dream of the family? Interagency cooperation is a vital component of any effective transition program and must be considered if graduates are not living their desired adult life.

Was parent input actively and persistently sought during transition planning? One benefit of follow-

up interviews with parents is that educators can learn if parents are satisfied with the adult outcomes of their child. A follow-up survey may be an effective method of obtaining information from parents who might not be willing or able to give their honest input while their child is still in school. Input from parents of graduates should be very helpful to make changes in curriculum, instructional methods, working with service agencies and determining effective methods of interacting with parents.

Were graduates taught to be self-advocates? One of our basic human rights is the right to make personal choices. Falvey (1989) suggests that students be taught strategies for decision making, what their options are and how to gain a sense of control of their life through self-advocacy training components of the curriculum. A follow-up study may be a vehicle in which to ascertain the effectiveness of assertiveness or self-advocacy training the graduate had while in school. The survey may also indicate any advocacy groups or professional organizations in which the graduate is a member.

Adults with Disabilities

Follow-up studies can inform us of the needs perceived by adults (former students) with disabilities. Some of these needs, like unemployment and difficulties with social skills, may require us to look more closely at the curriculum. Other needs will certainly involve the community, such as transportation and recreation. The school cannot fulfill all the adult needs of person with disabilities. But as we work with students to prepare them for the transition to adult roles, we need to anticipate the prerequisites for those roles and ensure that the curriculum offered to our students encompasses the skills needed to access the community and perform adequately in the variety of roles required of adults in our society. Our interaction with community and adult agencies during transition planning will alert them to the needs of students with disabilities and support their efforts to provide services and initiate needed programs.

SUMMARY

Transition program evaluation is essential to the implementation and continuation of transition programs for students with disabilities. Our challenge is to determine the most important questions to ask and the most practical and logical methods to answer those questions. Program evaluation is a PROCESS. The more questions you ask, the more answers you will get which will cause you to ask more questions. As the transition program grows and changes, the program objectives may change. Program changes will (hopefully) be reflected in subsequent follow-up surveys. From these follow-up results, changes in curriculum, instructional strategies, parental involvement, interagency cooperation, the roles of school personnel and other program components will become evident. The process of thorough program evaluation is an ongoing activity.

Section Eight

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STATE RESOURCES

Overview

Each state provides a wide diversity of resources for individuals with disabilities. These resources provide the education and preparation that an individual needs to succeed in the multiple roles of adulthood. The needs of each individual will be different. Various state agencies exist to provide the variety of resources that are needed by individuals in the transition process.

The intent of this section of the manual is to provide a brief summary of state resources which can help an individual with disabilities make the transition from school to adult roles. Those resources which impact the greatest number of individuals with disabilities and play a prominent role in transition from school to work are discussed. This section provides a narrative describing the resource and its transition related activities.

Missouri Department of Elementary and Secondary Education

The Department has several Divisions that impact the transition from school to work for students with disabilities. The divisions that are the most instrumental in transition are: Division of Special Education, Division of Vocational and Adult Education, Division of Vocational Rehabilitation, and Community Education.

Division of Special Education
P.O. Box 480
Jefferson City, MO 65102-0480
(314) 751-2965

Special education programs and related services were mandated by state and federal regulations to enable students with disabilities to enjoy the educational rights and privileges of persons without disabilities. Related services are also provided. These include speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in individuals, counseling services, medical services for diagnostic and evaluation purposes, transportation, social work services and rehabilitation counseling. Services are provided through specially designed instruction, unique materials, physical plant adjustments and support personnel.

Eligibility for special education and related services is determined by the action of a multidisciplinary team following the recommendations provided by the parents and the various professionals called upon to determine if an educational disability exists. The multidisciplinary team has the responsibility for determining if the individual has a disability, for developing the Individualized Education Plan (IEP), for formulating a placement recommendation, and for monitoring progress.

The IEP is the vehicle for translating individual information into practical planning for the individual. All areas of the IEP should be given equal consideration so that the student is ready for the challenges of independent adult living. Usually the areas to be addressed include: academics, personal/social behaviors, psychomotor skills, prevocational/vocational skills, transition needs and any other areas which may merit special consideration.

Division of Vocational and Adult Education
Vocational Special Needs and Guidance Services
P.O. Box 480
Jefferson City, MO 65102-0480
(314) 751-7966

Vocational education programs have recognized the needs of students with disabilities even prior to the 1963 Vocational Education Act which first legally mandated access to vocational programming for students with special needs. The services for students with disabilities are provided through adaptation of curriculum, instruction, equipment and facilities, guidance counseling, placement, and support personnel.

Secondary vocational education spans a two to three year period. Vocational education is normally concerned with six major occupational areas: vocational agriculture, home economics, health occupations, trade and technical areas, business and office education and marketing education. The usual school day consists of three hours in a vocational class and three hours in academic classes.

A referral to a vocational class usually begins with a student expressing an interest in some vocational area. All vocational programs are open to students with disabilities, but his/her eligibility for a program is dependent upon assessment results and the decision of the multidisciplinary team responsible for the IEP of the student. If a vocational program placement is not appropriate for the student, other options may be explored.

Community Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102-0480
(314) 751-2571

The Business Education Partnership Program is a partnership between the schools and the businesses which is a sharing of time, talent, and expertise. It is matching what a school needs with what a business can do to help meet those needs. School-business partnerships can be helpful to students in many ways. Students can job shadow in a business, volunteer in various careers and perhaps gain paid work experience prior to graduation.

Division of Vocational Rehabilitation
2401 E. McCarty Street
Jefferson City, MO 65101
(314) 751-3251

The Vocational Rehabilitation Counselor (VRC) should be a member of the team responsible for planning and meeting the transitional needs of a person with a disability. It is the counselor who accepts referrals, determines the eligibility of an applicant for vocational rehabilitation services and provides the link to the community.

It is important to note that unlike special education, vocational rehabilitation is not an entitlement program. A number of special education students, particularly those with very mild disabilities may not be eligible for vocational rehabilitation services due to the absence of a substantial barrier to employment.

In establishing the delivery of services, the vocational rehabilitation counselor prepares an Individualized Written Rehabilitation Program (IWRP). The IWRP is a written program specifying the types of rehabilitation services to be provided; the duration of these services; the levels of instruction and the specific training; and the follow-up support services after the client is employed. The main goal of the IWRP is to help the person become employed.

Vocational Rehabilitation Offices

Division of Vocational Rehabilitation
Jefferson City Central Office
2401 E. McCarty Street
Jefferson City, MO 65101
(314) 751-3251

Cape Girardeau District Office
(314) 290-5788

Chillicothe District Office
(816) 646-1542

Farmington District Office
(314) 756-5727

Fulton State Hospital VR Unit
(314) 592-1798

Hannibal District Office
(816) 248-2410

Independence District Office
(816) 325-5850

Jefferson City District Office
(314) 751-2343

Joplin District Office
(417) 629-3067

Kansas City Downtown District Office
(816) 889-2581 or (816) 889-2582

Kansas City North District Office
(816) 842-6422

Kansas City South District Office
(816) 363-5818

Kirksville District Office
(816) 785-2550 or (816) 785-2551

Nevada District Office
(417) 667-5081 or (417) 667-5082

Olivette District Office
(314) 991-4330

Poplar Bluff District Office
(314) 686-1194

Rolla District Office
(314) 368-2266

St. Charles District Office
(314) 946-2788 or (314) 946-4515

St. Joseph District Office
(816) 387-2280

St. Louis North District Office
(314) 231-2340

St. Louis South District Office
(314) 962-1125

Sedalia District Office
(816) 827-1666 or (816) 827-1751

Springfield District Office
(417) 895-6397

West Plains District Office
(417) 256-8294

Department of Mental Health
1706 E. Elm Street
Jefferson City, MO 65102

Division of Alcohol and Drug Abuse (314) 751-4942
Division of Comprehensive Psychiatric Services (314) 751-5212
Division of Mental Retardation and Developmental Disabilities (314) 751-4054

The Department of Mental Health's mission is to reduce the incidence and prevalence of mental disorders, developmental disabilities and substance abuse; improve the lives of persons affected by such problems; and improve public understanding and attitudes toward mental disorders, developmental disabilities and substance abuse. The Department operates facilities, programs, and services; plans on a regional and statewide basis for provision of services; certifies or licenses residential facilities, day programs and specialized services; conducts research and program evaluation; and develops mental health manpower.

Department of Mental Health Regional Centers

Area I
Area Regional Council on DD
13th & Maple, Box D
Albany, MO 64402
(816) 726-5246

Missouri Region II
Kirksville Regional Center
1702 E. LaHarpe
Kirksville, MO 63501
(816) 785-2500

Region III
Hannibal Regional Center
805 Clinic Road
Hannibal, MO 63501
(314) 248-2400

Region IV
Kansas City Regional Center
821 E. Admiral Boulevard
P.O. Box 412557
Kansas City, MO 64141
(816) 889-3400

Region V
Joplin Regional Center
Box 1209
Joplin, MO 64802-1209
(417) 629-3020

Area VI
Springfield Regional Center
1515 E. Pythian
P.O. Box 5030
Springfield, MO 65801
(417) 836-0400

Region VII
Rolla Regional Center
105 Fairgrounds Road
Rolla, MO 65401
(314) 368-2200

Region VIII
Poplar Bluff Regional Center
P.O. Box 159, Hwy. PP
Poplar Bluff, MO 63901
(314) 785-0101

Region X
Sikeston Regional Center
P.O. Box 966, Plaza Drive
Sikeston, MO 63801
(314) 472-5300

Region XI
211 N. Lindbergh Boulevard
St. Louis, MO 63141
(314) 569-8800

Missouri Planning Council for Developmental Disabilities
1706 E. Elm
P.O. Box 687
Jefferson City, MO 65102-0687
(314) 751-8611

The Missouri Planning Council for Developmental Disabilities had its beginnings in 1963 with Public Law 88-164, the Mental Retardation and Community Health Centers Construction Act. Over the years, the overall mission of the consumer-driven council has been to plan, advocate for, and advise upon appropriate services for Missourians with developmental disabilities. State legislation also contains provisions for a statewide planning and advisory network, including a state council and eleven regional planning and advisory councils. In general, that law charges regional councils with developing regional plans and advising the Missouri Planning Council and the Department of Mental Health on programs, services, policies and budgets for the provision of coordinated services within the eleven regions.

SENATE BILL 40 BOARDS

Senate Bill 40 Boards administer funds appropriated from county tax levies to support a variety of community-based programs and services for individuals with developmental disabilities. Examples of services supported by Senate Bill 40 funds include: sheltered workshops, independent and supported living facilities, funding for assistive devices, and transportation. Although there is no statutory relationship between Senate Bill 40 boards and the Department of Mental Health (DMH), the eleven regional Developmental Disabilities Councils under DMH do coordinate plans for such specialized services with the Senate Bill 40 boards within their regions. Up-to-date information regarding Senate 40 board contact persons can be obtained by calling the area regional council on developmental disabilities located at each DMH Regional Center (see page 213). Below is a listing of the counties that currently operate Senate Bill 40 Boards.

Area I

Atchison
Atchison County SB 40 Board
309 Cedar
Tarkio, MO 64491
(816) 736-4560

Clinton
Clinton County SB 40 Board
111 Park Street
Lathrop, MO 64506
(816) 364-3827

Nodaway
Nodaway County SB 40 Board
c/o Nodaway Valley Bank
304 N. Main
Maryville, MO 64468
(816) 562-3232

Buchanan
Progressive Board for the
Developmentally Disabled
3131 Fredrick Avenue
St. Joseph, MO 64506
(816) 364-3827

Area II

Linn
Linn County SB 40 Board
P.O. Box 408
Brookfield, MO 64628
(816) 376-2333

Livingston
Livingston County SB 40 Board
2110 Meadow Lane Drive
Chillicothe, MO 64601
(816) 646-3548 or 646-0109

Macon
Macon County SB 40 Board
Lakeview Towers, Room 221
Macon, MO 63552
(816) 385-6325

Area III

Audrain
Audrain Handicapped Services
109 N. Washington
Mexico, MO 65265
(314) 581-8210

Callaway
Callaway County Special Services
506 Jefferson Street
Fulton, MO 65251
(314) 642-1792

Lincoln
Lincoln County SB 40 Board
1394 S. Main
Troy, MO 63379
(314) 528-7695

Marion
Marion County Board of Services for DD
#2 Melgrove Plaza, Suite 3
Hannibal, MO 63401
(314) 248-1077

Monroe
Monroe County Board for the Handicapped
P.O. Box 3
Monroe City, MO 63456
(314) 735-4968

Montgomery
Montgomery County SB 40 Board
P.O. Box 63
Montgomery City, MO 63361
(314) 564-2925 or 564-2237

Pike
Pike County SB 40 Board
Macie Ogden Petrie Administration Bldg.
Rt. 3
P.O. Box RJ-00
Bowling Green, MO 63334
(314) 324-5493

Warren
Warren County DD Board
703 First Street
Warrenton, MO 63383
(314) 456-7518

Area IV

Cass
Cass County Board of Services
P.O. Box 506
Harrisonville, MO 64701
(816) 884-2051

Clay
Clay County Board of Services
104 W. Kansas
Liberty, MO 64068
(816) 781-6292

Jackson
Jackson County Board of Services
8508 Hillcrest Road
Kansas City, MO 64138
(816) 363-2000

Johnson
Johnson County Board of Services
Rt. 2
Warrensburg, MO 64093
(816) 747-9827

Lafayette
Lafayette County Board of Sheltered Services
P.O. Box 645
Higginsville, MO 64037
(816) 584-2961

Platte
Platte County Sheltered Facilities
10525 N.W. Ambassador Drive
Kansas City, MO 64153
(816) 891-0990

Ray
Ray County Board of Services
316 S. Institute
Richmond, MO 64085
(816) 776-2263

Area V

Barry
Barry County Board for the DD
104 West 7th Street
Cassville, MO 65625
(417) 847-2832

Jasper
Jasper County Sheltered Facilities Board
2312 Annie Baxter
Joplin, MO 64804
(417) 624-4515

Lawrence
Lawrence County Board for the DD
P.O. Box 523
Mt. Vernon, MO 65712-0523
(417) 466-2047

Area VI

Christian
Christian County SB 40 Board
207 Park Street
Nixa, MO 65714
(417) 725-2088

Douglas
Douglas County SB 40 Board
Rt. 5, Box 386
Ava, MO 65608
(417) 683-5800 or 683-1104

Greene
Greene County Board for the DD
309 N. Jefferson, Suite 223
Springfield, MO 65806
(417) 864-4957

Howell
Howell County SB 40 Board
816 E. Second Street
Willow Springs, MO 65793
(417) 469-3116

Laclede
Laclede County SB 40 Board
Laclede County Court House
Lebanon, MO 65536
(417) 532-6528

Polk
Polk County SB 40 Board
124 Ohio Street
Humansville, MO 65671
(417) 754-8377 or 754-2735

Taney
Taney County Committee
for the DD
P.O. Box 136
Forsyth, MO 65653
(417) 546-5578

Webster
Webster County SB 40 Board
Rt. 1, Box 241
Fordland, MO 65652
(417) 753-2106

Wright
Wright County SB 40 Board
HCR 72, Box 339-A
Mountain Grove, MO 65711
(417) 926-6387

Area VII

Camden
Camden County SB 40 Board
Rt. 1, Box 534
Camdenton, MO 65020
(314) 346-5862

Cole
Cole County SB 40 Board
515 E. McCarty
Jefferson City, MO 65101
(314) 634-4555

Crawford
Crawford County SB 40 Board
P.O. Box 48
Leasburg, MO 65525
(314) 245-6245

Dent
Dent County SB 40 Board
410 N. Main
Salem, MO 65560
(314) 729-3924

Franklin
Franklin County Board
for the Handicapped
P.O. Box 620
Union, MO 63084
(314) 583-5801

Gasconade
Gasconade County SB 40 Board
P.O. Box 95
Hermann, MO 65041
(314) 581-8210

Iron
Iron County SB 40 Board
Box 161
Annapolis, MO 63620
(314) 598-3874
(314) 244-5234

Miller
Miller County SB 40 Board
200 West 1st Street
Route 1
Henley, MO 65040
(314) 392-3333 or 498-3313

Phelps
Phelps County SB 40 Board
200 West First Street
Rolla, MO 65401
(314) 364-2322

Pulaski
Pulaski County SB 40 Board
P.O. Box 287
Crocker, MO 65452
(314) 736-5327

St. Francois
St. Francois County SB 40 Board
P.O. Box 652
Farmington, MO 63640
(314) 756-8150

Texas
Texas County SB 40 Board
Rt. 1, Box 268A
Raymondville, MO 65555
(417) 457-6391

Washington
Washington County SB 40 Board
General Delivery
Caledonia, MO 63631
(No phone number available)

Area VIII

Butler
Butler County SB 40 Board
Rt. 2, Box 379
Poplar Bluff, MO 63901
(314) 857-2219

Carter
Carter County SB 40 Board
P.O. Box 177
Fremont, MO 63941
(314) 325-4246

Dunklin
Dunklin County SB 40 Board
306 First Street
Kennett, MO 63857
(314) 888-4644

Oregon
Oregon County SB 40 Board
Rt. 3, Box 3366
Alton, MO 65606
(417) 778-7134

Reynolds
Reynolds County SB 40 Board
P.O. Box 87
Centerville, MO 63633
(314) 648-2362

Ripley
Ripley County SB 40 Board
Rt. 2, Box 275X
Doniphan, MO 63935
(314) 996-3867

Shannon
Shannon County SB 40 Board
P.O. Box 263
Winona, MO 65588
(314) 352-4383

Stoddard
Stoddard County SB 40 Board
1108 Saddle Spur Road
Dexter, MO 63841
(314) 624-5141

Wayne
Wayne County SB 40 Board
333 S. Westwood, Suite 23
Poplar Bluff, MO 63901
(314) 686-1141

Area IX

Bollinger
Bollinger County SB 40 Board
P.O. Box 1336
Marble Hill, MO 63764
(314) 238-2272

Cape Girardeau
Cape County SB 40 Board
Rt. 1, Box 177
Jackson, MO 63755
(314) 243-5912

Madison
Madison County SB 40 Board
307 S. Maple
Fredericktown, MO 63645
(314) 783-6038

Mississippi
Mississippi County SB 40 Board
P.O. Box 411
Charleston, MO 63834
(314) 683-6823

Pemiscot
Pemiscot County SB 40 Board
706 Grand
Caruthersville, MO 63830
(314) 333-2782 or 333-1700

Perry
Perry County SB 40 Board
206 Mary Street
Perryville, MO 63775
(314) 547-4157

Ste. Genevieve
Ste. Genevieve County SB 40 Board
HCR 1, Box 69
Ste. Genevieve, MO 63670
(314) 883-3645 or 883-5731

Scott
Scott County SB 40 Board
927 North Ranney
Sikeston, MO 63801
(314) 471-3439

New Madrid
New Madrid SB 40 Board
Box 187
Risco, MO 63870
(314) 396-5317

Area X

Boone
Boone County Group Homes
1900 N. Providence, Suite 311
Columbia, MO 65202
(314) 874-1995

Carroll
Carroll County SB 40 Board
P.O. Box 455
Carrollton, MO 64633
(816) 542-1401

Chariton
Chariton County SB 40 Board
Rt. 1, Box 449
Glasgow, MO 65254
(816) 338-2726

Cooper
Unlimited Opportunities
P.O. Box 239
Boonville, MO 65233
(816) 882-5112

Howard
Howard County SB 40 Board
4551 Highway E
Glasgow, MO 65254
(816) 338-2458

Morgan
Morgan County SB 40 Board
Box 315
Versailles, MO 65084
(314) 378-5441

Pettis
Center for Human Services
P.O. Box 1565
Sedalia, MO 65302
(816) 826-4400

Saline
Saline County SB 40 Board
175 W. Slater
Marshall, MO 65340
(816) 886-4261

Area XI

St. Charles
Handicapped Facilities Board
of St. Charles County
8 Westbury Drive, Suite 100
St. Charles, MO 63301
(314) 946-3557

Jefferson
Jefferson County Commission for
the Handicapped
P.O. Box 77
Mapaville, MO 63065-0077
(314) 942-1311

St. Louis
Productive Living Board
121 Hunter Avenue
St. Louis, MO 63124
(314) 726-6016

St. Louis City
St. Louis Office for MR/DD
Resources
3663 Lindell Blvd. Suite 360
St. Louis, MO 63108
(314) 533-2700

Department of Social Services

Within this Department various services exist that can be of benefit to individuals with disabilities who are in transition from school to work. These services vary from financial assistance to job training. Within the Department, the Division of Family Services, Rehabilitation Services for the Blind, and the Division of Job Development and Training are most utilized by individuals in transition.

Department of Social Services
221 W. High Street
Jefferson City, MO 65102
(314) 751-4815

Division of Family Services
615 Howerton Ct.
Jefferson City, MO 65109
(314) 751-3221
(800) 392-1261 for food stamps, correspondence, and information
(800) 392-3738 Child Abuse Hotline

This Division is responsible for providing daily living assistance to eligible individuals in Missouri. DFS provides a variety of programs that can be of benefit to individuals needing assistance during the transition process.

Rehabilitation Services for the Blind
619 E. Capitol
Jefferson City, MO 65101
(314) 751-4249

Rehabilitation Services for the Blind is responsible for administering service programs to Missouri citizens with blindness or visual impairments. These services are provided on the belief that with adequate preparation and reasonable accommodation, each person with blindness or visual impairments will be able to achieve their maximum potential in home and community, in the educational setting, and in employment. Towards this end, services are provided through six offices located in Jefferson City, Kansas City, St. Louis (2), Sikeston and Springfield.

A referral to Rehabilitation Services for the Blind can be made by a school system, governmental agency or interested individual in writing or by telephone. Basic information such as name, address, birthdate, name of parents or guardian, and type of assistance needed would facilitate the process. In most situations, it would also be helpful if the referral source would advise the individual and/or parent or guardian prior to the referral that the referral is being made.

Division of Job Development and Training
221 Metro Drive
Jefferson City, MO 65101
(314) 751-4750

On October, 1, 1983, the Job Training Partnership Act (JTPA) was officially implemented throughout Missouri. The Act shifts responsibility of policy and implementation from the federal government to the state government and administration and then to a local partnership of Private Industry Councils and local government. The Division of Job Development and Training is the designated State agency that administers federal JTPA funds. The Division plans, manages, monitors and evaluates JTPA programs, provides technical assistance to PICs and service delivery areas, and implements statewide JTPA programs.

Within Missouri, Private Industry Councils (PIC) direct the 15 service delivery areas. Each PIC plans and implements a series of training activities which reflect the service delivery areas, eligible population and the employment opportunities available.

Missouri Private Industry Councils/Service Delivery Areas

SDA 1
North Central Missouri College-Area Job Training
912 Main Street
Trenton, MO 64683
(816) 359-3622
Serves Andrew, Atchison, Buchanan, Caldwell, Clinton, Daviess, DeKalb, Gentry, Grundy, Harrison, Holt, Linn, Livingston, Mercer, Nodaway, Putnam, Sullivan, and Worth counties.

SDA 2
SDA 2 Private Industry Council
120 W. Monroe P.O. Box 244
Paris, MO 65275
(816) 327-5581
Serves Adair, Clark, Knox, Lewis, Lincoln, Macon, Marion, Monroe, Montgomery, Pike, Ralls, Randolph, Schuyler, Scotland, Shelby, and Warren counties.

SDA 3
Full Employment Council, Inc.
1740 Paseo, Suite D
Kansas City, MO 64108
(816) 471-2330
Serves Cass, Clay, Kansas City, Platte, and Ray counties.

SDA 4
Western Missouri Private Industry Council
P.O. Box 701
515 S. Kentucky
Sedalia, MO 65301
(816) 827-3722
Serves Bates, Benton, Carroll, Chariton, Henry, Hickory, Johnson, Lafayette, Pettis, St. Clair, Saline, and Vernon counties.

SDA 5
Private Industry Council
1411 Southwest Boulevard
Jefferson City, MO
(314) 634-7325
Serves Audrain, Boone, Callaway, Cole, Cooper, Howard, Moniteau, and Osage counties.

SDA 6
SLATE (St. Louis Agency Training and Employment)
317 N. 11th Street, 4th Floor
St. Louis, MO 63101
(314) 241-4300
Serves St. Louis City.

SDA 7
Private Industry Council
P.O. Box 1351
211 Main Street, Suite 326
Joplin, MO 64802
(417) 782-5872
Serves Barry, Barton, Dade, Jasper, Lawrence, McDonald, and Newton counties.

SDA 8
Job Council of the Ozarks
1514 S. Glenstone
Springfield, MO 65804-1436
(417) 887-4343
Serves Christian, Dallas, Greene, Polk, Stone, Taney, and Webster counties.

SDA 9
Central Ozark Private Industry Council
605 State Street
Rolla, MO 65401
(314) 364-7030
Serves Camden, Crawford, Dent, Gasconade, Laclede, Maries, Miller, Morgan, Phelps, Pulaski, and Washington counties.

SDA 10
Ozark Action, Inc.
P.O. Box 588
West Plains, MO 65775
(417) 256-6147
Serves Butler, Carter, Douglas, Howell, Oregon, Ozark, Reynolds, Ripley, Shannon, Texas, Wayne and Wright counties.

SDA 11
Southeast Missouri Private Industry Council
980 N. Kingshighway
Cape Girardeau, MO 63701
(314) 334-0990
Serves Bollinger, Cape Girardeau, Dunklin, Iron, Madison, Mississippi, New Madrid, Pemiscot, Perry, Ste. Genevieve, St. Francois, Scott and Stoddard counties.

SDA 12
Full Employment Council, Inc.
740 Paseo, Suite D
Kansas City, MO 64108
(816) 471-2330
Serves Jackson county.

SDA 13
St. Louis County Department of Human Services
P.O. Box 16911
121 S. Meramec Avenue
Clayton, MO 63105
(314) 889-3453
Serves St. Louis county.

SDA 14
St. Charles County Government Office of Employment and Training Program
2115 Parkway Drive
St. Peters, MO 63376
(314) 447-6464
Serves St. Charles county.

SDA 15
Office of Manpower Programs
P.O. Box 487
Highway 21 and First
Hillsboro, MO 63050
(314) 789-3502
Serves Franklin and Jefferson counties.

Other state agencies that may be helpful in locating resources for transition planning are:

Bureau of Special Health Care Needs
1738 E. Elm
P.O. Box 570
Jefferson City, MO 65102-0570
(314) 751-6246
(800) 877-6246

Department of Insurance
301 W. High Street
Jefferson City, MO 65102
(314) 751-4126

Department of Natural Resources
P.O. Box 176
205 Jefferson City, MO 65102
(314) 751-4422
(800) 334-6946 (for information on Missouri parks)

Department of Revenue
301 West High Street
Jefferson City, MO 65102
(314) 751-4450

Division of Aging
P.O. Box 1337
615 Howerton
Jefferson City, MO 65109
(314) 751-3082

Missouri Department of Conservation
P.O. Box 180
Jefferson City, MO 65102
(314) 751-4115

Missouri Division of Tourism
Truman Office Building
P.O. Box 1055, Dept. MT91
Jefferson City, MO 65102
(800) 877-1234
For the Missouri Travel Guide, a general packet with publications of activities in Missouri.
or
(314) 751-4133
For information on specific Missouri areas/cities. This number will refer you to one of the ten visitor centers located throughout Missouri.

Social Security Administration
Kansas City Office Region VII
Regional Commissioner, SSA
Attn: Disability Programs Branch
Room 436
601 East 12th Street
Kansas City, MO 64106
(800) 772-1213

Additional Resources in the State

ADA Center: Great Plains Disability Business/Technical Center (GPDBTAC)
4816 Santana Circle
Columbia, MO 65203
(314) 882-3600 (also for TDD)
(800) 949-4232 (in Missouri, Kansas, Nebraska and Iowa)
Director: Jim de Jong
Missouri Coordinator: Chuck Graham

The GPDBTAC is a consulting group that will provide information, technical assistance and training to businesses, institutions, agencies and individuals regarding employment and accessibility accommodations for individuals with disabilities as outlined in the Americans with Disabilities Act. The Center serves a four state region which includes Missouri, Kansas, Nebraska and Iowa.

MPACT
Missouri Parents Act (MPACT) is a federally funded, non-profit independent parent-to-parent training program. This organization offers workshops about educational rights, the IEP process, parent-professional communication and other topics of interest to particular groups of parents. MPACT also provides assistance to individual parents seeking community resources and support services. MPACT has three centers at the following locations:

1722W S. Glenstone
Suite 125
Springfield, MO 65804
(417) 882-7434
(800) 666-7228

625 N. Euclid, Suite 405
St. Louis, MO 63108
(314) 361-1660
(800) 284-6389

1115 East 65th Street
Kansas City, MO 64131
(816) 333-6833

Missouri Assistive Technology Project
University of Missouri-Kansas City
School of Education
5100 Rockhill Road
Kansas City, MO 64110-2499
(816) 235-1041
(816) 235-5337 (voice), (816) 235-5338 (TDD)
Toll-Free in Missouri
(800) 392-0032 (voice), (800) 647-8558 (TDD)

Missouri Association for Retarded Citizens
230 W. Dunklin
Jefferson City, MO 65101
(314) 634-2220

Missouri Council for Exceptional Children
The Missouri address changes annually, due to change of officers. For the current state address contact:
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(800) 845-6232 (National toll-free number).

Missouri Easter Seal Society
Kansas City Chapter
1115 East 65th Street
Kansas City, MO 64131
(816) 333-3223

Missouri Governor's Committee on Employment of Persons with Disabilities
P.O. Box 1668
Jefferson City, MO 65102
(800) 392-8249

Designed to support and coordinate the operations of advocacy groups across the state for employment, accessibility, education, housing, legislation, and other services for persons with disabilities.

Missouri Head Injury Association
3632A Truman Boulevard
Jefferson City, MO 65109
(314) 893-2444 or 893-2666

Missouri LINC
University of Missouri-Columbia
401 E. Stewart Road
Columbia, MO 65211
(314) 882-2733
(800) 392-0533 (in Missouri only)

Missouri LINC, located on the University of Missouri-Columbia campus, provides a wide assortment of services to professionals involved in career planning programs, vocational education and transition services for students with disabilities. Services include information dissemination, training and technical assistance to educators and agency personnel involved in transition services. A variety of guides and manuals are available to aid districts in designing effective programs.

Missouri Protection and Advocacy Services, Inc.
925 S. Country Club Drive
Jefferson City, MO 65109
(314) 893-3333
(800) 392-8667
This agency provides four basic services for, and on behalf of, individuals with disabilities. Advocacy, the first service, includes investigation and intervention; the second service involves legal support for lawyers working for clients with disabilities; training, the third service, relates to advocacy for people with disabilities; and legislative services which includes drafting and tracking legislation that has any effect on the lives of persons with disabilities. Two other offices exist to provide aid to individuals with disabilities:

2029 Woodland Parkway, Suite 106
St. Louis, MO 63146
(314) 991-1190
(800) 233-3958

100 Main Street, Suite 305
Kansas City, MO 64111
(816) 756-1001
(800) 233-395

Missouri Technology Center for Special Education
University of Missouri-Kansas City
School of Education, Room 24
Kansas City, MO 64110-2499
(816) 235-1040
In Missouri only: (800) 872-7066

The Missouri Technology Center for Special Education provides support information, training, and technical assistance to special educators interested in using computer technology more effectively with students who have disabilities.

Project ACCESS
Southwest Missouri State University
901 S. National
Springfield, MO 65804-4193
(417) 836-4193
Project ACCESS provides support, training and technical assistance to Missouri public schools serving students with autism.

Special Education Dissemination Center (SEDC)
401 E. Stewart Road
Columbia, MO 65211
(314) 882-3594
In Missouri only: 1-800-SAY-SEDC
The Special Education Dissemination Center serves special educators in Missouri public schools and others involved with the education of children and youth with disabilities. Projects have been designed to provide information and resources to special educators.

State Chapter: Learning Disabilities Association of Missouri
P.O. Box 3303
1942 E. Meadowmere #104
Springfield, MO 65804
(417) 864-5110

Statewide Job Placement Service
State Fair Community College
3201 West 16th Street
Sedalia, MO 65301-2199
(816) 826-7100 extension 270
Provides vocational schools and community colleges with free loan books and videos on job seeking and interviewing skills. It maintains a listing of job openings for use by vocational schools and community colleges. This office is also a K-12 career education resource library for teaching kits, films, videos, and books for Missouri schools.

Missouri Career Resource Centers

Materials on self awareness, career awareness, career exploration, career preparation and survival skills are available on a free loan basis for a period of two to four weeks, depending on your school location and demand for the item you request for loan. Materials are available from kindergarten through grade twelve and many are adaptable for secondary settings.

Missouri Career Resource Centers

St. Louis Public Schools
Career Education Office
901 Locust Street
St. Louis, MO 63101
(314) 231-3720 extension 727
Open Wednesday through Friday, 8:30-4:30

Mid-Missouri Career Resource Center
State Fair Community College
3201 West 16th Street
Sedalia, MO 65301
(816) 826-7100 extension 373

Norman Center for Career Education
3514 Jefferson Street
Kansas City, MO 64111
(816) 871-6100

Services for Independent Living

Disabled Citizens Alliance for Independence
Box 675
Viburnum, MO 6556
(314) 244-3315

Paraquad, Inc.
4475 Castleman
St. Louis, MO 63110
(314) 874-1646)

Services for Independent Living
1856 Vandiver Drive, Suite Q
Columbia, MO 65202
(314) 874-1646

Southwest Center for Independent Living
1856 E. Cinderella
Springfield, MO 65804
(417) 886-1188

Whole Person, Inc.
6301 Rockhill Road, Suite 64131
(816) 361-0304

For the name and address of nearby Centers for Independent Living throughout other states contact:

Independent Living Research Utilization Project (ILRU)
2323 S. Shepherd
Houston, TX 77019
(713) 520-0232

Independent Living Centers can help to obtain a **Personal Care attendant.** The following information can be given to individuals who are in need of such services.

To obtain a Personal Care Attendant (PCA):

- Contact the Independent Living Center nearest you.
- As space and money become available, the Independent Living Center will contact the contracting agency (DVR, Division of Aging) to check on filling the slot that has opened.
- The Independent Living Center will contact the consumer for an appointment for the evaluation/interview to be completed.
- The evaluation will be completed by: a Registered Nurse, Occupational Therapist, and a Physical Therapist. Also in attendance will be the Independent Living Specialist and the Vocational Rehabilitation Counselor (if DVR is the contracting agency).
- For DVR, the consumer must meet certain criteria:

1. Have severe disabilities that require a personal care attendant.
2. Be capable of living independently with a personal care attendant.
3. The consumer needs at least seven (7) hours every week but no more than forty two (42) hours every week. (If a consumer needs more than 42 hours, the Assistant Commissioner will need to approve.)
4. The consumer must meet the financial guidelines.
5. Once steps 1-4 have been completed, the Independent Living Center will do the evaluation to see how many hours a personal care attendant will be needed.

DVR gives funding for the PCA program to the center or the consumer to hire and pay their PCA.

You can also contact the Division of Aging for PCA assistance.

Division of Aging
P.O. Box 1337
615 Howerton
Jefferson City, MO 65109
(314) 751-3082

REHABILITATION FACILITIES

Often rehabilitation facility personnel can be very helpful to school personnel in brainstorming ideas or locating resources for transition planning. Contact the center nearest you for more information about their services or for help in planning for students with disabilities.

Rehabilitation Facilities

Advent Enterprises, Inc.
2116 Nelwood
Columbia, MO 65202
(314) 474-8560, FAX 314/474=8575

Alternative Community Training, Inc. (ACT!)
2200 Burlington
Columbia, MO 65202
(314) 474-9446

Center for Developmentally Disabled (CDD)
3549 Broadway
Kansas City, MO 64111
(816) 531-0045, FAX 816/455=6614

Concerned Care, Inc.
1509 N. East Parvin Road
Kansas City, MO 64116
(816) 455-3026, FAX 816/455=3029

Developmental Center of the Ozarks
1545 E. Pythian
Springfield, MO 65802
(417) 831-0901, FAX 417/865=7603

Greater Kansas City Foundation for
Citizens with Retardation
1014 West 39th Street
Kansas City, MO 64111
(816) 931-4696, FAX 816/931=3455

Heartland Center
701 Faraon Street
St. Joseph, MO 64501
(816) 271-7673, FAX 816/271=7224

Jewish Hospital of St. Louis
216 S. Kingshighway
St. Louis, MO 63110
(314) 454-7750, FAX 314/454=5277

Lakes Country Rehabilitation
2626 W. College Street Road
Springfield, MO 65802
(417) 862-1753, FAX 417/864=5621

Life Skills Foundation
609 North and South
St. Louis, MO 63130
(314) 863-3913, FAX 314/863=7631

Metropolitan Employment and
Rehabilitation Service (MERS)
1727 Locust Street
St. Louis, MO 63103
(314) 241-3464, FAX 314/241=9348

Missouri Goodwill Industries
4140 Forest Park
St. Louis, MO 63108
(314) 371-6320, FAX 314/241=9348

Open Options, Inc.
7110 Wyandotte, Suite C
Kansas City, MO 64114
(816) 333-3650

Project, Inc.
6301 Manchester
St. Louis, MO 63139
(314) 647-3300

Project JESS
3654 South Grand, Suite 214
St. Louis, MO 63118
(314) 772-5377

Rehabilitation Institute
3011 Baltimore
Kansas City 64108
(816) 756-2250, FAX 816/756=1884

Rusk Rehabilitation Center
One Hospital Drive
Columbia, MO 65212
(314) 882-1071, FAX 314/884=4170

St. Francis Medical Center
211 St. Francis Drive
Cape Girardeau, MO 63701-8399
(314) 339-6175, FAX 339=6925

Still Regional Rehabilitation Center
1125 Madison
Jefferson City, MO 65101
(314) 635-7100, FAX 314/994=0067

SSM Rehabilitation Institute
555 N. New Ballas Road, Suite 150
St. Louis, MO 63141
(314) 994-0265, FAX 314/994=0067

Vocational Assessment Services

Vocational Assessment Labs
Some of these labs serve both youth and adults, but most have eligibility criteria that must be met. If a student needs a vocational assessment, call the center nearest your school and request information.

Secondary School-Based Vocational Assessment Labs

Lake Area Vo-Tech School
Township Road, P.O. Box 1409
Camdenton, MO 65020
(314) 346-4260

Cape Girardeau Area Vo-Tech School
301 N. Clark
Cape Girardeau, MO 63701
(314) 334-3358

Pike/Lincoln Technical Center
Rt. 1, Box 38
Eolia, MO 63344
(314) 485-2900

Hannibal Area Vo-Tech School
4500 McMasters Avenue
Hannibal, MO 63401
(314) 221-4430

Vocational and Adult Education
Kansas City Public Schools
Vocational Evaluation
Gilham Plaza Building
301 E. Armour, Suite 200
Kansas City, MO 64106
(816) 871-6260

Ferguson-Florissant School
5650 Jones
Kinlock, MO 63140
(314) 524-7500

Kirksville Area Vo-Tech School
1103 S. Cottage Grove
Kirksville, MO 63501
(816) 665-2865

Northland Career Center
P.O. Box 1700
Platte City, MO 64079
(816) 464-2442

Joe Herndon Area Vo-Tech School
11501 East 350 Highway
Raytown, MO 64138
(816) 737-6315

Rolla Area Vo-Tech School
1304 East Tenth Street
Rolla, MO 65401
(314) 364-3726

Sikeston Area Vo-Tech School
200 Pine Street
Sikeston, MO 63801
(314) 471-5440

Heart of the Ozarks Community Technical College
815 N. Sherman
Springfield, MO 65802
(417) 863-0333

Lewis and Clark Technical School
2400 Zumbehl Road
St. Charles, MO 63301
(314) 723-4829

Hillyard Area Vo-Tech School
36th & Faraon
St. Joseph, MO 64506
(816) 232-5459

Normandy School District
7837 Natural Bridge Road
St. Louis, MO 63121
(314) 389-8005

Special School District of St. Louis County
12110 Clayton Road
Town & Country, MO 63131
(314) 569-8275

University City Senior High School
7401 Balson Avenue
University City, MO 63124
(314) 863-1710

Waynesville Area Vo-Tech School
810 Roosevelt
P.O. Box 5583
Waynesville, MO 65583
(314) 774-6106

Vocational Assessment Services for Adults

Heart of the Ozarks Community Technical College
815 N. Sherman
Springfield, MO 65802
(417) 863-0333

Sikeston Area Vo-Tech School
200 Pine Street
Sikeston, MO 63801
(314) 471-5440

St. Charles County Community College
102 Compass Point Drive
St. Charles, MO 63301
(314) 723-1220

State Fair Community College
3201 West 16th Street
Sedalia, MO 63301
(816) 826-7100 extenstion 253

Jefferson Community College
Box 1000
Hillsboro, MO 63050
(314) 789-3951

Pioneer Campus
Penn Valley Community College
2700 East 18th Street
Kansas City, MO 64127-2602
(816) 932-7622

St. Louis Community College
Career Assessment Services
300 S. Broadway
St. Louis, MO 63102
(314) 539-5339

Cape Girardeau Area Vo-Tech School
301 N. Clark
Cape Girardeau, MO 63701
(314) 371-3358

Rehabilitation Facility Based Vocational Assessment Labs

Advent Enterprises, Inc.
2116 Nelwood Drive
Columbia, MO 65202
(314) 474-8560

Developmental Services of Jefferson County
P.O. Box 46
Mapaville, MO 63065
(314) 479-4475

The Helping Hand of Goodwill
General Office and Plant
1817 Campbell
Kansas City, MO 64108
(816) 842-7425

Jewish Vocational Service
1608 Baltimore
Kansas City, MO 64108
(816) 471-2808

Lakes Country Rehabilitation Center
2626 W. College
Springfield, MO 65806
(417) 862-1753

Metropolitan Employment Rehabilitation Services
1727 Locust
St. Louis, MO 63103
(314) 241-3464

Missouri Goodwill Industries
4140 Forest Park
St. Louis, MO 63108
(314) 371-6320

The Rehabilitation Institute
3011 Baltimore
Kansas City, MO 64108
(816) 756-2250

S.T.A.R.T. Disabled Adults
6001 Berkeley Dr.
St. Louis, MO 63134
(314) 524-0645

University Extension County Offices

Adair
Route 5, Highway P
Kirksville, MO 63501
(816) 665-9866

Andrew
Courthouse
Savannah, MO 64485
(816) 324-3147

Atchison
518 S. Maine
Rock Port, MO 64482
(816) 744-6231

Audrain
Courthouse
Mexico, MO 65265
(314) 581-3231

Barry
907 W. Main
Cassville, MO 65625
(417) 847-3161

Barton
Courthouse
Lamar, MO 64759
(417) 682-3579

Bates
Courthouse
Butler, MO 64730
(816) 679-4167

Benton
Courthouse
Warsaw, MO 65355
(816) 438-5012

Bollinger
Courthouse
Marble Hill, MO 63764
(314) 238-2420

Boone
Rt. 11, 1012 N. Hwy. UU
Box 373C
Columbia, MO 65203
(314) 445-9792

Buchanan
4125 Mitchell Avenue
St. Joseph, MO 64507
(816) 279-1691

Butler
Courthouse
Poplar Bluff, MO 63901
(314) 785-3634

Caldwell
Courthouse
Kingston, MO 64650
(816) 586-2761

Callaway
Courthouse
Fulton, MO 65251
(314) 642-5924

Camden
204 Circle Court
P.O. Box 405
Camdenton, MO 65020
(314) 346-4440

Cape Girardeau
815 Highway 25 S.
Jackson, MO 63755
(314) 243-3581

Carroll
111 N. Mason
P.O. Box 490
Carrollton, MO 64633
(816) 542-1788

Carter
Courthouse
Van Buren, MO 63965
(314) 323-4418

Cass
Courthouse
Harrisonville, MO 64701
(816) 884-5100

Cedar
Courthouse
Stockton, MO 65785
(417) 276-3313

Chariton
Courthouse
Keytesville, MO 65261
(816) 288-3239

Christian
Courthouse
Ozark, MO 65721
(417) 485-3558

Clark
115 W. Court
Kahoka, MO 63445
(816) 727-3339

Clay
1901 N.E. 48th St.
Kansas City, MO 64118
(816) 792-7760

Clay (continued)
Shepherd Youth Center
Box 522A
Liberty, MO 64068
(816) 781-7733

Clinton
Courthouse
Plattsburg, MO 64477
(816) 539-3765

Cole
2507 Industrial Drive
Jefferson City, MO 65101
(314) 634-2824

Cooper
Courthouse
Boonville, MO 65233
(816) 882-5661

Crawford
202 Main Street
Steelville, MO 65565
(314) 775-2135

Dade
Courthouse
Greenfield, MO 65661
(417) 637-2112

Dallas
Courthouse
Buffalo, MO 65622
(417) 345-7551

Daviess
Courthouse
Gallatin, MO 64640
(816) 663-3232

DeKalb
Courthouse
Maysville, MO 64469
(816) 449-2101

Delta Center
P.O. Box 160
Portageville, MO 63873
(314) 379-5431

Dent
112 E. Fifth Street
Salem, MO 65560
(314) 729-3196

Douglas
Courthouse
Ava, MO 65608
(417) 683-4409

Dunklin
Courthouse
Kennett, MO 63857
(314) 888-4722

Franklin
414 E. Main Street
Union, MO 63084
(314) 583-5141

Gasconade
Rt. 2, Box 1690
Owensville, MO 65066
(314) 437-2165

Gentry
102 N. Hundley
Library Building
Albany, MO 64402
(816) 726-5610

Greene
833 N. Boonville Avenue
Springfield, MO 65802
(417) 862-9284

Grundy
Courthouse
Trenton, MO 64683
(816) 359-4189

Harrison
Courthouse
Bethany, MO 64424
(816) 425-6434

Henry
Courthouse
Clinton, MO 64735
(816) 885-5556

Hickory
North Side of Square
Old Hickory Building
Hermitage, MO 65668
(417) 745-6767

Holt
Scheib Building
Oregon, MO 64473
(816) 446-3724

Howard
Courthouse
Fayette, MO 65248
(816) 248-2272

Howell
217 S. Aid Street
West Plains, MO 65775
(417) 256-2391

Iron
250 S. Main
Ironton, MO 63650
(314) 546-7515

Jackson
2820 S. Highway 291
Independence, MO 64057
(816) 373-5500

1601 E. 18th St. Suite 200
Kansas City, MO 64804
(816) 472-0227

Jasper
Courthouse
Carthage, MO 64836
(417) 358-2158

Jefferson
10820 Highway 21
Hillsboro, MO 63050
(314) 789-2691

Johnson
135 W. Market
Warrensburg, MO 64093
(816) 747-3193

Knox
Courthouse
Edina, MO 63537
(816) 397-2179

Laclede
Courthouse Annex
Lebanon, MO 65536
(417) 532-7126

Lafayette
16 E. 19th Street
Higginsville, MO 64037
(816) 584-3658

Lawrence
Courthouse
Mt. Vernon, MO 65712
(417) 466-3102

Lewis
P.O. Box 68
Monticello, MO 63457
(314) 767- 5273

Lincoln
880 W. College
Troy, MO 63379
(314) 528-4613

Linn
Courthouse
Linneus, MO 64653
(816) 895-5123

Livingston
450 Locust
Chillicothe, MO 64601
(816) 646-0811

Macon
300 N. Rollins
Macon, MO 63552
(816) 385-2173

Madison
Courthouse
Fredericktown, MO 63645
(314) 783-3303

Maries
Courthouse
Vienna, MO 65582
(314) 442-3359

Marion
Courthouse
Palmyra, MO 63641
(314) 769-2177

McDonald
5th & Main
Pineville, MO 64856
(417) 223-4775

Mercer
Courthouse
Princeton, MO 64673
(816) 748-3315

Miller
Courthouse Annex
Tuscumbia, MO 65082
(314) 369-2394

Mississippi
109 N. First Street
Charleston, MO 63834
(314) 683-6129

Moniteau
Courthouse
200 E. Main
California, MO 65018
(314) 796-3154

Monroe
216 Market Street
Paris, MO 65275
(816) 327-4158

Montgomery
211 E. Third Street
Montgomery City, MO 63361
(314) 564-3733

Morgan
Courthouse
Versailles, MO 65804
(314) 378-5358

New Madrid
Courthouse
New Madrid, MO 63869
(314) 748-5531

Newton
Courthouse
Neosho, MO 64850
(417) 451-4540

Nodaway
305 N. Market Street
Maryville, MO 64468
(816) 582-8101

Oregon
Courthouse
Alton, MO 65606
(417) 778-7490

Osage
Courthouse
P.O. Box 795
Linn, MO 65051
(314) 897-3648

Ozark
Courthouse
Gainesville, MO 65655
(417) 679-3525

Pemiscot
103 W. 7th Street
Caruthersville, MO 63830
(314) 333-0258

Perry
321 N. Main, Suite 1
Perryville, MO 63775
(314) 547-4504

Pettis
1806 W. Eleventh Street
Sedalia, MO 65301
(816) 827-0591

Phelps
707 S. Bishop
Rolla, MO 65401
(314) 364-3147

Pike
Courthouse
Bowling Green, MO 63334
(314) 324-5464

Platte
Rt. 2, Box 15CH
Platte City, MO 64079
(816) 464-2165

Polk
Courthouse
Bolivar, MO 65613
(417) 326-4916

Pulaski
Courthouse Annex
Waynesville, MO 65583
(314) 774-6177

Putnam
Courthouse
Unionville, MO 63565
(816) 947-2705

Ralls
Courthouse
New London, MO 63459
(314) 985-3911

Randolph
417 E. Urbandale
Moberly, MO 65270
(816) 263-3534

Ray
114 E.N. Main
Richmond, MO 64085
(816) 776-6961

Reynolds
100F Building
Ellington, MO 63638
(314) 663-2251

Ripley
Courthouse
Doniphan, MO 63935
(314) 996-2921

St. Charles
260 Brown Road
St. Peters, MO 63776
(314) 447-1111

St. Clair
Courthouse
Osceola, MO 64776
(417) 646-2419

St. Francois
Courthouse
Farmington, MO 64640
(314) 756-4539

St. Genevieve
County Services Building
St. Genevieve, MO 63660
(314) 883-3548

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St. Louis
Meramec Tower
121 S. Meramec, Suite 200
Clayton, MO 63105
(314) 889-2911

St. Louis City
724 N. Union
St. Louis, MO 63108
(314) 367-2585

Saline
Courthouse
Marshall, MO 65340
(816) 886-6908

Schuyler
Courthouse
Lancaster, MO 63548
(816) 457-3469

Scotland
Courthouse
Memphis, MO 63555
(816) 465-7255

Scott
Courthouse
Benton, MO 63736
(314) 545-3516

Shelby
Old Bank Building
Shelbyville, MO 63469
(314) 633-2640

Stoddard
P.O. Box F
Bloomfield, MO 63825
(314) 568-3344

Stone
Courthouse
Galena, MO 65656
(417) 357-6812

Sullivan
Courthouse
Milan, MO 63556
(816) 265-4541

Taney
Courthouse
Forsyth, MO 65653
(417) 546-2371

Texas
Courthouse
Houston, MO 65483
(417) 967-4545

Vernon
Courthouse
Nevada, MO 64772
(417) 677-7203

Warren
119 W. Booneslick Rd.
Warrenton, MO 63383
(314) 456-3444

Washington
Courthouse
Potosi, MO 63664
(314) 438-2671

Wayne
Courthouse
Greenville, MO 63944
(314) 224-3322

Webster
South Hwy. A
Marshfield, MO 65706
(417) 468-2044

Worth
Courthouse
Grant City, MO 64456
(816) 564-3363

Wright
Courthouse
Hartville, MO 65667
(417) 741-6134

ADDITIONAL RESOURCES

American Automobile Association
1000 AAA Drive
Heathrow, FL 32746-5063
(407) 444-7962
AAA published The Handicapped Driver's Mobility Guide, a source of helpful information. They also develop and sponsor courses for new, experienced, elderly, and disabled drivers. Contact the Central office of your AAA Club for information about their materials and programs.

Center for Rehabilitation Science and Biomedical Engineering
Louisiana Tech University
P.O. Box 3185
Ruston, LA 71272
(318) 257-4562
This center has developed a comprehensive information system in the area of transportation for the disabled and elderly. In addition, they offer services in the following areas: Driver Assessment and Education, Adaptive Device Prescription, Training and In-Service programs, Consultation, and Publications.

Council for Learning Disabilities (CLD)
P.O. Box 40303
Overland Park, KS 66204
(913) 492-8755
CLD is a former division of CDC. It is an organization for professionals dedicated to professionalism. It is one of the few organizations available to professionals in the field of learning disabilities which seeks to promote competency and accountability on the part of its members. CLD publishes a quarterly journal "Learning Disabilities Quarterly", as well as a teaching magazine entitled "LD Forum."

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660
CEC provides newsletters and journals for members. A national conference and training academies are available, as well as a wealth of information on various disabilities.

GM Mobility Assistance Center
P.O. Box 9011
Detroit, MI 48202
(800) 323-9935

Job Accommodation Network (JAN)
(800) 526-7234

Learning Disabilities Association
4156 Library Road
Pittsburgh, PA 15324
(412) 341-1515
(412) 341-8077
LDA is the national organization devoted to defining and finding solutions for the broad spectrum of learning problems.

National Aids Hotline
(800) 342-7514

OATS, Inc.
Home Office
100 E. Texas
Columbia, MO 65202
(314) 443-4516

PACER Center, Inc. (Parent Advisory Coalition for Educational Rights)
4826 Chicago Avenue S.
Minneapolis, MN 55417-1055
(612) 827-2966 (voice/TDD)
FAX 612/827=3065
(800) 53PACER (for parents calling long distance)

St. Louis Wheelchair Athletic Association
c/o SSM Rehabilitation Institute
6420 Clayton Road
St. Louis, MO 63117
(314) 768-5325
FAX 314/768=5315

TASPP (Technical Assistance for Special Populations Program)
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

Missouri View
Jim Grogan
15875 New Halls Ferry Road
Florissant, MO 63031
(314) 831-7100
A computer based assessment program.

Toys to Grow On
P.O. Box 17
Long Beach, CA 90801
(800) 874-4242 for questions
(800) 542-8338 for orders

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N I C H C Y
National Information Center for Children and Youth with Handicaps
P.O. Box 1492, Washington, D.C. 20013
(703) 893-6061 (Local) (1-800)999-5599 (Toll Free) (703) 893-8614 (TDD)
SpecialNet User Name: NICHY ** SCAN User Name NICHY

CORRECTIONS? Please help us keep this sheet up-to-date. Send your corrections to NICHY, Attn: Drawer C.

State Resource Sheet: Missouri

STATE DEPARTMENT OF EDUCATION: SPECIAL EDUCATION
John Heskett
Coordinator of Special Education
Dept. of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-4909

PROGRAMS FOR CHILDREN WITH HANDICAPS: AGES 3 THROUGH 5
Melodie Friedebach, Asst. Dir.
Dept. of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-0185

PROGRAMS FOR INFANTS AND TODDLERS WITH HANDICAPS: AGES BIRTH THROUGH 2
Melodie Friedebach, Coordinator
Section of Special Ed.
Dept. of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-0185

STATE VOCATIONAL REHABILITATION AGENCY
Don L. Gann, Asst. Commissioner
Division of Vocational Rehabilitation
Dept. of Education
2401 E. McCarty St.
Jefferson City, MO 65101
(314) 751-3251

OFFICE OF STATE COORDINATOR OF VOCATIONAL EDUCATION FOR HANDICAPPED STUDENTS
Daniel R. Omer, Asst. Director
of Vocational Special Needs and Guidance Services
Dept. of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-1394

STATE MENTAL HEALTH AGENCY
Keith Schafer, Director
Dept. of Mental Health
P.O. Box 687
1915 Southridge Drive
Jefferson City, MO 65102
(314) 751-4122

STATE MENTAL HEALTH REPRESENTATIVES FOR CHILDREN AND YOUTH
Linda Roebuck, Coordinator
Children & Youth Services
Dept. of Mental Health
P.O. Box 687
1915 Southridge Drive
Jefferson City, MO 65102
(314) 751-4122

STATE MENTAL RETARDATION PROGRAM
Joann Leykam
Division of MR/DD
P.O. Box 687
1706 E. Elm
Jefferson City, MO 65102
(314) 751-4054

STATE DEVELOPMENTAL DISABILITIES PLANNING COUNCIL
Kay Conklin, Coordinator
MO Planning Council for DD
Div. of Mental Health & MR/DD
Dept. of Mental Health
P.O. Box 687
1915 Southridge Drive
Jefferson City, MO 65102
(314) 751-4054

PROTECTION AND ADVOCACY AGENCY
Cynthia N. Schloss, Director
MO Protection & Advocacy Service
925 S. Country Club Drive, Unit B-1
Jefferson City, MO 65109
(314) 893-3333
(800) 392-8667 (In MO)

CLIENT ASSISTANCE PROGRAM
Contact PROTECTION & ADVOCACY AGENCY.

PROGRAMS FOR CHILDREN WITH SPECIAL HEALTH CARE NEEDS
Les Hancock, Bureau Chief
Special Health Care Needs
Dept. of Health
P.O. Box 570
1730 E. Elm
Jefferson City, MO 65102
(314) 751-6246

STATE AGENCY FOR THE VISUALLY IMPAIRED
David S. Vogel, Deputy Director
Rehabilitation Service for the Blind
Division of Family Services
Dept. of Social Services
619 E. Capital Avenue
Jefferson City, MO 65101
(314) 751-4249

STATE EDUCATION AGENCY RURAL REPRESENTATIVE
Richard Phillips
Dept. of Education
Dept. of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-4426

DISABILITY AGENCIES

AUTISM
Sandy Kownacki, President
St. Louis Chapter Autism Society of America
1653 Twin Oaks Drive
Arnold, MO 63010
(314) 296-3981

CEREBRAL PALSY
Richard Forkosh, Executive Director
8645 Old Bonhomme Rd.
St. Louis, MO 63132
(314) 994-1600

EPILEPSY
Darla Templeton, Executive Director
Epilepsy Foundation/St. Louis Region
7305 Manchester
St. Louis, MO 63143
(314) 645-6969

LEARNING DISABILITIES
Eleanor Scherff, Director
Learning Disabilities Assn. of MO
P.O. Box 3303
1942 E. Meadowmere, #104
Springfield, MO 65808
(417) 864-5110

MENTAL HEALTH
Peter Newquist, Executive Director
Mental Health Assn. in MO
204 E. High Street
Jefferson City, MO 65101
(314) 635-5979

Cindy Keele, Executive Director
MO Coalition of the Alliance for the Mentally Ill
208B E. High Street
Jefferson City, MO 65101
(314) 634-7727

SPEECH AND HEARING
Donald Tibbits, President
MSHA
Central Office
200 E. Market
Warrensburg, MO 64093
(816) 747-8666

SPINA BIFIDA
Spina Bifida Assn. of Greater St. Louis
4401 Hampton, Suite 302
St. Louis, MO 63109
(314) 781-9955

UNIVERSITY AFFILIATED PROGRAM

Carl F. Calkins, Director
Univ. Affiliated Program for Developmental Disabilities
University of MO at Kansas City
Institute for Human Development
2220 Holmes Street
Kansas City, MO 64108
(816) 276-1770

PARENT TRAINING INFORMATION PROJECTS

Marianne Toombs, Co-Director
Missouri Parents Act-MPACT
1722W South Glenstone, Suite 125
Springfield, MO 65804
(417) 882-7434
(800) 666-7228 (In MO only)

Margaret Taber, Co-Director
MPACT
625 N. Euclid, Suite 225
St. Louis, MO 63108
(314) 361-1660
(800) 284-6389 (In MO only)

AGE OF ELIGIBILITY

Each state sets eligibility for services to children and youth with disabilities. For current information concerning this state, please contact the office listed under STATE DEPARTMENT OF EDUCATION: SPECIAL EDUCATION.

This fact sheet was developed by Interstate Research Associates, Inc. pursuant to Cooperative Agreement #G0087C3051 with the Office of Special Education. The contents of this publication do not necessarily reflect the views or polities of the Department of Education, nor does mention of trade names, commercial products or organizations imply endorsement by the U.S. Government.

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LOCAL RESOURCES

Overview

In some cases, local service agencies may be able to provide support to individuals with disabilities in the transition process. Employer contracts, specific training, financial support or equipment needs and adaptations often may be secured locally. Special projects are set up by some agencies interested in serving a particular group of people in need. For example, in Massachusetts, the Lion's Club formed a foundation to provide equipment for individuals with visual impairments in school and work settings. These students were then able to have equal access to programs offered to other students. Likewise, the Missouri Elks have a dental car program for children and adults with developmental disabilities. The program provides a mobile unit that treats children who can not be treated by local dentists for various reasons.

Community Service Organizations
YMCA/YWCA
Red Cross
League of Women Voters
Urban League
American Legion
Veterans of Foreign Wars
Salvation Army
Heart Association

Civic Clubs
Chamber of Commerce
Jaycees
Rotary Club
Kiwanis
Elks
Lions
Optimists
Knights of Columbus

Special Resources: Private, Nonprofit and Volunteer Organizations
Universities/Colleges (sororities, fraternities)
4-H Clubs
Boy/Girl Scouts, Campfire Girls
Churches
Hospitals
Nursing Homes
Libraries
Museums
Rehabilitation Facilities (i.e. Goodwill Industries)
Private mental health associations
Big Brothers/Sisters

Source: *Trainer's Guide to Life Centered Education* (1979). Brolin, D., McKay, D. & West, L.

RESOURCES FOR RURAL SCHOOLS AND COMMUNITIES

ACRES American Council on Rural Special Education
Western Washington University
Miller Hall 359
Billingham, WA 98225
(206) 676-3576
Publishes RuraLink (a newsletter), a Rural Special Education Quarterly (a journal).

Career Options for Rural Missouri Families
Career Planning and Placement
University of Missouri
100 Noyes Building
Columbia, MO 65211
(314) 882-9724
(800) 392-2949
Maintains information service and free workshops on occupations, education and job hunting for rural adults considering new career options.

Eric/CRESS Clearinghouse on Rural and Small Schools
Applachia Educational Laboratory
P.O. Box 1348
Charleston, VA 25325
(800) 624-9120
Written information on rural and small schools.

Missouri Rural Innovation Institute
University of Missouri
529 Clark Hall
Columbia, MO 65211
(314) 882-2400
(800) 262-4884
Information available on: economic development, cultural arts, government, community development, education, energy, health, environment and more!

Rural Institute on Disabilities
52 Corbin Hall
University of Montana
Missoula, MT 59812
(406) 243-5467
Publishes the Rural Exchange (a free newsletter) three times a year.

Small Town Strategy: Marking the uniqueness of small towns. Seven techniques are provided to help residents of a small town identify and market the special features of their community. A case example is included. For a copy, order #WREP 57 from the Western Rural Development Center, Oregon State University, Coravallis, OR 97331, phone (503) 737-3621.

Recouple—National resource strategies for rural economic development is the product of more than a year of research by the Midwest Research Institute and a team of consultants. Recouple is a 230-page guidebook and source book for rural development specialists, rural community leaders and natural resource specialists who are seeking ways to add value to a region's natural resources. It deals with forest, agriculture, tourism and wildlife-based recreation resources. It is available for $25 from the Midwest Research Institute, 425 Volker Boulevard, Kansas City, MO 64110, phone (816) 753-7600.

A new self-training package, **Innovative Grassroots Financing**—a small town guide to raising funds and cutting costs, helps local officials solve financial problems. The package, which consists of an 80-page guidebook, a video and a facilitator's guide, was developed by the National Association of Towns and Townships. The cost of the guidebook is $6 for members, $11 for nonmembers, plus $1.50 for postage and handling. The cost of renting the video for a two-week period is $25 for members, $45 for nonmembers, plus $5 for postage and handling. For more information contact the National Association of Towns and Townships, 1522 K Street N.W., Washington, DC 20005, or call (202) 737-5200.

CREATIVE SOLUTIONS TO THE FUNDING CRUNCH

Southwestern Bell Foundation provides minigrants to schools or to individual teachers who design innovative projects that will improve schools. For more information, call Southwestern Bell at (314) 235-7040.

Spanaway Lake Originals. The SBD, MMR, and SLD students at Spanaway Lake High School have formed a business at the high school called "Spanaway Lake Originals." They will sell hand painted t-shirts, and art work they have made. The students will keep business records, learn marketing, and keep individual checking accounts.

Discovery Recycling. This project provides a means for students with severe behavior disorders from the Skagit Discovery Cooperative to interact with their parents and communities around a specific issue (recycling) which is of concern to everyone. They will learn responsibility for the environment through instruction, and then proceed to establish a recycling business within the community.

Irving, Texas—**Exxon's Education Foundation** has created an elementary and secondary school unit. This unit supports plans that will help teachers cope with the increasing diversity of the school population, develop more flexible education programs, and restructure elementary schools. For more information, call EXXON at (214) 444-1104.

The revised and expanded 1992-94 edition of **Financial Aid for the Disabled and their Families** is now available. According to a press release, people with disabilities may quality for a variety of funds to be used for education, research, travel training, career development or emergency situations. The book, written by Gail A. Schlachter and R. David Weber, was chosen as one of the "best reference books of the Year," by Library Journal. To obtain this publication or receive more information please contact Reference Service Press, 1100 Industrial Road, Suite 9, San Carlos, CA 94070 (415) 594-0743. The cloth book is $37.50 plus $4 shipping/handling.

Communities that just can't figure out how to finance a new shell building should contact the Missouri Treasurer's office. The popular **MO BUCKS** program has now been expanded to assist communities in the construction of speculative, shell buildings. Any not-for-profit Missouri corporation, such as an Industrial Development Authority or local development corporation, can apply for the low-interest loan. Program applications or additional information can be obtained by calling 1-800-MO-BUCKS.

The Directory of Missouri Foundations describes more than 900 foundations in Missouri that offer assistance to individuals. An index of all the foundations is included in the book, and the foundations are also indexed by city. Order from Swift Associates, P.O. Box 28033, St. Louis, MO 63119, phone (314) 962-2940. The cost is $30, plus $3.50 postage and handling (Missouri residents must add sales tax). Check your local library—they may carry this.

A recently released workbook, **Financing Economic Renewal Projects**, by the Rocky Mountain Institute, provides a clear, easy-to-follow "road map" that can help a community create effective economic development funding strategies. The illustrated three-part workbook presents a wide range of practical, understandable information to help citizens, community leaders and economic development professionals match available funding sources with economic development projects or programs. Cost is $15. For

more information, contact Rocky Mountain Institute, 1739 Snowmass Creek Road, Snowmass, CO 81654-9199, phone (303) 927-3128. The order number is ER88-25.

Another resource is the book, **Grants for Schools: How to find and win funds for K-12 programs**, by Jacqueline Ferguson. This book may be obtained by writing: Capitol Publications, Inc., Attn: Circulation, 1101 King Street, P.O. Box 1453, Alexandria, VA 22313-2053, or calling (800) 221-0425. This book contains answers to questions such as: "How do we get started in grant seeking?" "What do we do next?" "How do we write a proposal?" etc. This book also lists various federal and private grant sources. The cost is $57 plus $3 postage and handling and they do accept purchase orders.

The **Grantsmanship Center** provides a newsletter bi-annually which contains information pertinent to writing grants. Their address is The Grantsmanship Center, Whole Nonprofit Catalog, 650 S. Spring Street, Suite 507, P.O. Box 6210, Los Angeles, CA 90014.

Documenting and explaining the success of hundreds of American communities who have breathed new life into their economies with hard work and common sense is the **Business Opportunities Casebook**, available free from Small Business Administration, Office of Business Development, 999 18th Street, Suite 701, Denver, CO 80202, (303) 294-7116. The book provides an instant network of knowledgeable sources that can be invaluable to professionals or volunteers involved in local economic development programs.

A 132-page source book, **A Third Way: Innovations in Community Owned Enterprises**, provides information on some of the most innovative current experiments in community-based economic development, and it includes backgrounds on a wide-range of public and private programs that support such efforts. It is primarily aimed at non-experts seeking practical ideas for starting community-owned enterprises. The publication is available from the National Center for Economic Alternatives, 1000 Connecticut Avenue N.W., Suite 9, Washington, DC 20036, phone (202) 483-6667. The cost is $15 per copy, prepaid.

RESOURCES FOR TRANSITION IN POSTSECONDARY EDUCATION

Applying for Financial Aid (1992-1993)
ACT
P.O. Box 168
Iowa City, IA 52243
(319) 337-1429

Auxiliary Aids and Services for Postsecondary Students with Handicaps
Department of Education
Office for Civil Rights
3535 Market Street, Room 6300
Philadelphia, PA 19104-3326

Career Education that Works for America (1992)
Career College Association
750 First Street, N.E., Suite 900
Washington, DC 20002
(202) 336-6700

Career Planning and Placement Strategies for Postsecondary Students with Disabilities (1991)
HEATH
One Dupont Circle, Suite 800
Washington, DC 20036
(800) 544-3284

College Students with Learning Disabilities: A Handbook (1990) (3rd Ed.)
Susan A. Vogel, Ph.D.
Northern Illinois University
Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515

Community College and Students with Disabilities—A Directory of Services and Programs
American Association of College and Junior College (AACJC)
80 S. Early Street
Alexandria, VA 22304
(800) 336-4776

Directory of Facilities and Services for the Learning Disabled (1991)
Academic Therapy Publications, Inc.
20 Commercial Boulevard
Novato, CA 94949-6191
(415) 883-3314

From High School to College: Keys To Success for Students with Learning Disabilities (1988)
(Strategies to facilitate transition for college, high school and rehabilitation professionals)
National Center for Disability Services
201 I.U. Willets Road
Albertson, NY 11507
(516) 747-5400, extension 1330
Attn: Craig A. Michaels

How to Choose a College: Guide for Students with a Disability (1991)
HEATH
One Dupont Circle
Washington, DC 20036
(800) 544-3285

How to Succeed in College (1988)
(Handbook for students with learning disabilities)
National Center for Disability Services
201 I.U. Willets Road
Albertson, NY 11507
(516) 747-5400 extension 1330
Attn: Craig A. Michaels

Learning Disabilities, Graduate School, and Careers—The Student's Perspective (Handbook, 1991)
Learning Opportunities
Barat College
700 Westleigh Road
Lake Forest, IL 60045
(708) 234-3000, extension 631

National Directory of Four Year Colleges, Two Year Colleges and Post High School Training Programs for Young People with Learning Disabilities (1889)
Partners in Publishing
1419 West First Street
Tulsa, OK 74127
(918) 584-5906

Peterson's Colleges with Programs for Learning Disabled Students (1988)
Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515

Peterson's Guide to Two-Year Colleges—1993 (23rd ed.)
Peterson's Guides
P.O. Box 2123
Princeton, NJ 08543
(800) 338-3282

Peterson's Guide to Four-Year Colleges—1993 (23rd ed.)
P.O. Box 2123
Princeton, NJ 08543
(800) 338-3283

The School Search Guide to Colleges with Programs or Services for Students with Learning Disabilities (1990)
School Search
127 Marsh Street
Belmont, MA 02178
(617) 489-5785

The School Search Guide to Private Schools with Programs or Services for Students with Learning Disabilities (1992)
School Search
127 Marsh Street
Belmont, MA 02178
(617) 489-5785

Support Services for LD Students in Postsecondary Education: A Compendium of Reading (volume 1—1987 or volume 2—1989)
AHEAD
P.O. Box 21192
Columbus, OH 43221-0192
(614) 488-4972

Swimming Upstream: A Complete Guide to the College Application Process for the Learning Disabled Student (1990)
Hunt House Publishing, Inc.
3704 Meadowbank
Austin, TX 78703-1026
(800) 825-2356

Academic Therapy Publications, Inc.
20 Commercial Boulevard
Novato, CA 94949-6191
(415) 883-3314

ACT Assessment "Special Testing Guide"
Test Administration
P.O. Box 168
Iowa City, IA 52243
(319) 337-1332

Association for Higher Education and Disability (AHEAD)
P.O. Box 21192
Columbus, OH 43221
(614) 488-4972

Higher Education and Adult Training for People with Handicaps (HEATH Resource Center)
One Dupont Circle, Suit 800
Washington, DC 20036-1193
(202) 939-9320
(800) 544-3284

Information Center for Individuals with Disabilities (ICID)
Fort Point Place
27-43 Wormwood Street
Boston, MA 02210-1606
(617) 727-5540

Learning Disabilities Association of America (LDA)
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515

National Center for Learning Disabilities (Database information)
99 Park Avenue
New York, NY 10016
(212) 341-1515

National Center for Children and Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, DC 20013
(800) 999-5599

SAT Admissions Testing Program
Services for Handicapped Students
P.O. Box 6226
Princeton, NJ 08541-6226
(609) 771-7137

DISABILITY FOCUSED ORGANIZATIONS

Autism

Autism Society of America
8601 Georgia Avenue, Suite 503
Silver Spring, MD 20910
(301) 565-0433
Publishes *The Advocate* quarterly.

Behavior Disorders

American Psychiatric Association (APA)
1400 K Street, N.W.
Washington, DC 20005
(202) 682-6000

Federation Employment and Guidance Services
114 Fifth Avenue
New York, NY 10011
(212) 366-8400
A Human Resource Agency for individuals with mental handicaps and mental retardation.

Deaf/Blind

Family Service Foundation-Services for Deaf/Blind
5301 76th Avenue
Landover Hills, MD 20784
(301) 459-2121
This service was established in 1986 and focuses on teaching individual living skills to persons with deaf/blindness. Residential and day programs serve these individuals with Usher syndrome, special needs and strives to teach communication skills through proper channels such as sign language.

Helen Keller National Center for Deaf/Blind Youths and Adults
111 Middle Neck Road
Sands Point, NY 11050
(516) 944-8900 (voice/TDD)
The Helen Keller National Center is a national facility that offers diagnostic evaluation, comprehensive rehabilitation training, and job preparation for persons with deaf/blindness from every U.S. state and territory. It also operates a national network of field services through its ten Regional Offices and more than twenty Affiliated Programs. Training seminars for professionals and parents are conducted at headquarters in Sands Point and across the nation. The Center maintains a national register of persons with deaf/blindness, conducts research to develop and/or modify

aids an devices for this population; provides community education; publishes a national magazine, *Nat-Cent-News* three times a year; and provides publications on curriculum and services.

Helen Keller National Center
Regional Headquarters:
5920 Nall Avenue, Suite 311
Mission, KS 66202
(913) 677-4562

Missouri Deaf-Blind Project
Missouri School for the Blind
3815 Magnolia Avenue
St. Louis, MO 63110
(314) 776-4320
State Deaf-Blind Director Coordinator for pre-school programs

Curriculum Consultant for Students with Deaf-Blindness
Missouri LINC
University of Missouri-Columbia
401 E. Stewart Rd.
Columbia, MO 65211
(314) 882-2733

Transition Services Consultant for transition age programs
Rehabililtation Services for the Blind
10449 St. Charles Rock Road
St. Ann, MO 63074
(314) 426-2808
FAX 314/426=3560

TRACES (Teaching Research Assistance to Children and Youth Experiencing Sensory Impairments)
University of Pittsburgh
IPRE 5K21 Forbes Quadrangle
Pittsburgh, PA 15260
(412) 648-1424

Respite Care for Families
Family Institute of Kansas City
8301 State Line, Suite 216
Kansas City, MO 64114
(816) 523-4440

Hearing Impaired

Alexander Graham Bell Association for the Deaf (AGBAD)
3417 Volta Place, N.W.
Washington, DC 20007
(202) 337-5220 (voice/TDD)
AGBAD is a publication and information center about deafness. Bell's philosophy of mainstreaming children with deafness emphasizes oral-deaf education. Lip reading and use of residual hearing for oral communication differentiates this group from those who use manual communication (sign language). Materials are designed for parents, teachers, and oral-deaf adults. Descriptive literature and a publications list (including *The Volta Review* journal for professionals and *Newsounds*, the newsletter for members), are available by request.

National Technical Institute for the Deaf (NTID)
Rochester Institute of Technology
One Lomb Memorial Drive
P.O. Box 9887
Rochester, NY 14623-0887
(716) 475-6400 (voice/TDD)
(716) 475-2181
NTID provides postsecondary technological education to students with hearing impairments and also serves as a resource to other educational institutions where students who are deaf attend regular classes. *New Trends in the Education of Deaf Persons* is a resource catalog produced by NTID. It lists more than 40 books, pamphlets, and brochures on subjects related to deafness and deaf education. To obtain a copy, write the Division of Public Affairs.

Other resources for persons with deafness/hearing impairments include:

American Speech-Language-Hearing Association (ASHA)
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700 (voice/TDD)

National Captioning Institute (NCI)
5203 Leesburg Pike, Suite 1500
Falls Church, VA 22041
(703) 998-2400 (voice/TDD)
(800) 976-9673 (word)
Service Department
(800) 999-0958 (voice)
(800) 950- 0958 (TDD)

Self Help for Hard of Hearing People (SHHH)
7800 Wisconsin Avenue
Bethesda, MD 20814
(301) 657-2248 (voice)
(301) 657-2249 (TDD)

National Association of the Deaf (NAD)
814 Thayer Avenue
Silver Spring, MD 20910
(301) 587-1788 (voice)
(301) 587-1789 (TDD)

National Office of Registry of Interpreters for the Deaf, Inc. (RID)
8719 Colesville Road, Suite 310
Silver Spring, MD 20910
(301) 608-0050 (voice/TDD)
FAX 301/608=0508

National Center for Law & Deafness
Gallaudet University
800 Florida Avenue, N.E.
Washington, DC 20002
(202) 651-5454 (voice/TDD)
(202) 651-5373

National Information Center on Deafness
Gallaudet University
800 Florida Avenue, N.E.
Washington, DC 20002
(202) 651-5051 (voice)
(202) 651-5152 (TDD)
FAX 202/651=5054

Sensory Access Foundation (SAF)
385 Sherman Avenue, Suite 2
Palo Alto, CA 94306
(415) 329-0430 (voice)
(415) 329-0433 (TDD)

Mental Retardation

The Association for Retarded Citizens (ARC) is a national organization with 1200 state and local chapters. Its mission is to ensure that all people with mental retardation have the opportunity to set goals and choose where they live, work and play. Some of the services provided by various chapters are day care centers, employment programs, pre-school programs, transportation services and respite care for families. The ARC also strives to reduce incidences and limit consequences of mental retardation through education, research, advocacy, and family.

The National Headquarters of ARC
500 E. Border, Suite 300
Arlington, TX 76010
(817) 261-6003, (800) 433-5255, (817) 277-3491 (TDD), FAX 817/277=3491
Maintains the National Employment and Training Program, a federally funded project which matches adults having mental retardation with potential employers. Additionally, the ARC operates a toll-free number for their Access ADA program. Employers, parents, and individuals with mental retardation can call with questions or concerns. The ARC also has ongoing projects in bioengineering, family support, HIV prevention education, self-determination counseling and fetal alcohol syndrome initiative.

The Missouri Chapters of The ARC are:

Barry-Lawrence County ARC
P.O. Box 244
Monett, MO 65708

Boone County ARC
P.O. Box 30031
Columbia, MO 65205

Greene County ARC
1501 E. Pythian
Springfield, MO 65802

Stoddard County ARC
1318 W. Grant
Dexter, MO 63841

The following chapters are affiliated but do not have a staffed office:

Clay-Platte ARC
Kansas City, MO

Eastern Jackson County ARC
Independence, MO

Moniteau County ARC
California, MO

ARC members or their offspring with mental retardation aged 9 to 60 years who are ineligible for Medicare benefits may apply to this group medical program. Contact the following number for more information and an application form:

ARC Insurance Program
P.O. Box 1326
Fort Worth, TX 76101
(800) 759-0101

The Association for Persons with Severe Handicaps (TASH)
11201 Greenwood Avenue N.
Seattle, WA 98133
(206) 361-8870 (voice)
(206) 361-0113 (TDD), FAX 206/361=9206
is a membership organization with chapters at the local level. TASH is involved in a range of issues related to living, working, and learning environments for persons with severe disabilities. TASH offers referral services through its parent network, sponsors annual conferences, and produces publications. Its quarterly journal covers research and trends in services to persons with severe and profound disabilities from birth to adulthood. A monthly newsletter, teaching guidebooks, bibliographies and other publications are also available.

STATE AFFILIATE: Missouri TASH
Michael Renner, President
1706 E. Elm
Jefferson City, MO 65102
(314) 751-8611

American Association on Mental Retardation (AAMR)
1719 Kalorama Road, N.W.
Washington, DC 20009
(202) 387-1968
(800) 424-3688

The AAMR is a national organization founded in 1876, of professionals representing a variety of interests and disciplines dealing with many types of developmental disabilities. The objectives of the AAMR are to effect the highest standards of programming for persons with mental retardation, to facilitate cooperation among those working with individuals who are mentally retarded, and to educate the public to understand, accept and respect these individuals. AAMR members serve on panels to develop and evaluate standards for services and facilities; attend meetings at the local, regional, national and international level; support legislation concerning the rights and services available to persons with mental retardation, as well as the prevention of mental retardation and related developmental disabilities; and further the professional identity of all individuals and disciplines in the field of mental retardation. The AAMR bimonthly publications include *American Journal on Mental Retardation*, and a newsletter called *News & Notes*.

Physical Impairments

United Cerebral Palsy Associates, Inc.
1522 K Street, N.W., Suite 1112
Washington, DC 20005
(800) 872-5827
This is a national direct-service organization with over 225 affiliates nationwide, each of which provides its own array of services ranging from pre-school to adult work programs. National UCP sponsors research and advocacy as well. Publications available include pamphlets, articles, film/slide presentations, and display materials—some free, others for a fee, and several in Spanish as well as English. A quarterly newsletter, *UCP News*, is available by request to the above address.

Muscular Dystrophy Association (MDA)
3300 E. Sunset Drive
Tucson, AZ 85718
(602) 529-2000
The Muscular Dystrophy Association (MDA) supports research into neuromuscular disorders. It also provides medical care and other direct services free to persons with muscular dystrophy through its clinics and more than 200 local chapters. MDA clinics provide diagnosis, physical therapy, and medical and social counseling. MDA chapters provide payment for services including: physical, occupational, and respiratory therapies, orthopedic equipment, respiratory equipment, transportation and flu shots. The chapters also sponsor self-help groups for individuals with muscular dystrophy and their families, offers practical suggestions on such topics as education, aids, and clothing, publishes informative materials, and holds seminars which focus on available programs.

National Easter Seal Society
70 E. Lake Street
Chicago, IL 60601
(312) 726-6200
(800) 221-6827
The Society is the nation's largest and oldest (founded in 1919) voluntary health agency providing direct rehabilitation services to persons with disabilities. The member groups, organized on a state and local basis, provide programs which include comprehensive medical or vocational rehabilitation facilities, recreation, housing, transportation, equipment loans, public education, advocacy and other services for the prevention and treatment of disabling conditions.

The National Society conducts national public awareness and fund raising campaigns, disseminates information, and, through its Research Foundation, awards grants for research into the causes, treatment, and rehabilitation of disabling conditions. The National Easter Seal Society also publishes a variety of books, pamphlets and reprints for professionals, parents and persons with disabilities.

National Multiple Sclerosis Society
733 3rd Avenue, 6th Floor
New York, NY 10017
(212) 986- 3240
The National Multiple Sclerosis Society's primary activities are funding research, public and professional education, design of rehabilitative and psychosocial programs and advocacy. The Society offers direct services through local chapters and branches. Among the programs offered by chapters are a variety of counseling and referral services, group aquatics and other social/recreational support.

The National Multiple Sclerosis Society has a number of publications available. Information includes home exercise materials for ambulatory and non-ambulatory persons, pamphlets on mental and emotional health, nutrition, careers, newsletters and information on current research. Professionals may request publications on treatment, nursing care, and group counseling, as well as repairs of journal articles. Referrals, information on technical aids and equipment, and order lists of free publications can be obtained at local chapters as well as from the national office.

BEST COPY AVAILABLE

National Spinal Cord Injury Association (NSCIA)
600 W. Cummings Park, Suite 2000
Woburn, MA 01801
(617) 935-2722
The National Spinal Cord Injury Foundation was founded by the Paralyzed Veterans of America in 1948. The National Paraplegia Foundation merged in 1979 with the National Spinal Cord Injury Foundation and adopted the present name. The Foundation is dedicated to "care, cure, and coping," and works through local chapters to develop comprehensive systems of quality care for persons with paraplegia and quadriplegia. Care is offered as a direct service by some chapters which give individual case consultations and advise in case management of the newly injured person. Other chapters make referrals to direct service providers. All chapters emphasize personal contact between persons with spinal cord injuries and involve them in all aspects of Foundation activities.

The National Spinal Cord Foundation offers information on independent living rehabilitation programs, self-help devices, equipment, transportation, employment, education, personal care, and referrals. Publications include a bimonthly magazine, regional and national resource directories, and handbooks on nursing, personal care and nutrition. Interested persons may also request bibliographies of current and relevant research.

American Occupational Therapy Association
1383 Piccard Drive
P.O. Box 1725
Rockville, MD 20850
(301) 948-9626

Traumatic Brain Injury

National Head Injury Foundation (NHIF)
1776 Massachusetts, N.W., Suite 100
Washington, DC 20036
(202) 296-6443
(800) 444-6443
NHIF is an advocacy group composed of families, friends, medical, and social service professionals concerned with the physical and emotional well-being of people who have been head injured. The foundation serves as a clearinghouse for information and refers individuals and their families to local programs and services. It also publishes a quarterly newsletter and sponsors chapters all over the country.

Visually Impaired

American Foundation for the Blind (AFB)
15 West 16th Street
New York, NY 10011
(212) 620-2000
(800) 232-5463
AFB was established to serve as the national partner of local services for persons with blindness and visual impairments. Services provided include information and consultation in the areas of education, rehabilitation, employment and special products. *ABF Newsletter Quarterly* is available free.

National Federation of the Blind (NFB)
1800 Johnson Street
Baltimore, MD 21230
(301) 659-9314
The National Federation of the Blind is the largest organization of people with blindness in America. The Federation is organized in every state and has local chapters in almost every community of any size in the nation. The ultimate purpose of the National Federation of the Blind is the complete integration of persons with blindness

into society on a basis of equality. This objective involves the removal of legal, economic, and social discrimination; the education of the public to new concepts concerning blindness; and the achievement by all people with blindness of the right to exercise to the fullest their individual talents and capacities.

National Association for the Visually Handicapped (NAVH)
22 West 21st Street
New York, NY 10010
(212) 889-3141
NAVH serves as an information and referral agency for all partially sighted (not totally blind) persons nationally. NAVH offers large print textbooks, testing materials, leisure reading, large print periodic newsletters for adults and children, and informational literature for persons with partial sight and their families, the professionals and the paraprofessionals working with them. Both the New York and San Francisco offices have visual aid rooms where clients can personally test various types of aids.

National Library Services for the Blind and Physically Handicapped (NLS)
Library of Congress
1291 Taylor Street N.W.
Washington, DC 20542
(202) 707-5100
The National Library Service for the Blind and Physically Handicapped (NLS) collection of full-length braille and talking books and magazines produced for readers who are blind and physically impaired is available at no cost to individuals who cannot hold, handle, or read conventional printed matter. Books, magazines, and playback equipment provided by NLS are distributed through a national network of locally funded cooperating libraries and agencies where they are circulated to eligible residents of the United States and its territories. NLS had developed a national automated bibliographic service that enables cooperating network libraries to identify and locate books produced in special formats for readers with these disabilities.

The state cooperating libraries are:

Ellis Library
University of Missouri-Columbia
163 Ellis Library
Columbia, MO 65211
(314) 882-1101

Wolfner Library for the Blind and Physically Handicapped
P.O. Box 387
Jefferson City, MO 65109-0387
(314) 751-8720
(800) 392-2614

American Council of the Blind (ACB)
1155 15th Street N.W., Suite 720
Washington, DC 20005
(800) 424-8666

Association for the Education and Rehabilitation of Blind and Visually Impaired (AER)
206 N. Washington Street
Alexandria, VA 22314
(703) 548-1884
This is not a direct service provider, but rather is a membership organization for professionals who work with visually impaired.

National Retinitis Pigmentosa Foundation
Rolling Park Building
8331 Mindale Circle
Baltimore, MD 21207
(800) 638-2300

MISSOURI SCHOOL DISTRICT TRANSITION PROGRAMS

Title of Project: Aurora R-VIII School Transition Program

Contact Person: Barbara McVey **Phone Number:** (417) 678-5651

Address: Robinson Elementary School
1034 Lincoln Avenue
Aurora, MO 65605

Goal of Project
To provide the real-life situations, adult role models, and experiences necessary to facilitate individuals with disabilities potential for economic, social, and personal fulfillment by utilizing school personnel and facilities and the existing agencies that are available within the community and region.

Description of Services/Activities
The issue of transition first became a concern in Aurora Schools in the fall of the 1988-89 school year. Inservice training was obtained through conferences, visitations and a Task Force was formed. An in-house work experience program was developed for junior and senior high students. During the 1989-90 school year the work experience program allowed students to participate on language trips into the community so communication skills could be practiced in a natural setting. During the 90-91 school year a Transition guidebook was developed to outline transition services for students in grades K-12.

Population Served
The population initially served by the project was junior and senior high students with disabilities who received P.L. 94-142 services. In the third year of operation the project was expanded down to the primary grades.

Funding Source
Local school district monies.

Specific/Unique Features
The general framework of the Aurora R-VIII School transition program is based upon the belief that students should be exposed to different aspects of information so that they are able to build upon skills learned previously. For documentation purposes, a "Transition Education" folder is placed in each student's special education folder. This folder serves as a resource for recording areas of transition education to which the student is exposed. A Transition Plan is also included. For further documentation, transition objectives are starred on the student's IEP.

Title of Project: Secondary Transition Project

Contact Person: Mary Dell Black **Phone Number:** (816) 249-3156

Address: Fort Osage R-I Schools
2101 N. Twyman Road
Independence, MO 64056

Goal of the Project

1. To develop a secondary planning committee to implement transition.
2. To have an ongoing system to evaluate programmatic needs relating to transition.
3. To develop goals and resources to assist in the transition project.

Description of Services/Activities

The following components relating to transition are in place:

vocational awareness	career planning	vocational evaluation
prevocational training	life skills training	vocational training
on-the-job training		

Population Served

The population served is secondary (grades 7-12) students with disabilities.

Funding Source

Local and federal.

Title of the Project: The Tie That Binds

Contact Person: Denis Moore **Phone Number:** (314) 783-6113

Address: Fredericktown R-I School System
Highway 72 East
Fredericktown, MO 63645

Goals of Project
The overall general goal of this program is to provide transition from school to work for students with disabilities to insure that they contribute to society. The four general goals are:
- develop a functional curriculum,
- create a task force to design and oversee the process,
- develop and operate of interagency agreements, and
- heighten awareness and support of the community for individuals with disabilities in transition.

Description of Services/Activities
A model program preparing special needs students for the post-school world was adopted from Missouri LINC's transition model and the Life Centered Career Education curriculum from the LCCE/ Employability Enhancement Project at the University of Missouri-Columbia. Using this as a baseline, the existing K-12 LEA curriculum was reviewed to identify gaps and develop options to fill those gaps. Activities included:

- development of an agency referral resource book,
- creation of a Citizen's Advisory Committee,
- the sponsoring of a Career Night with local business and industry participation, and
- evening workshops (e.g. Renting an Apartment, Budgeting, Buying a Car, Eating Right) for those that have already left the educational program. These workshops were presented by representatives of local businesses, and
- a Community Agency Training Packet and a LCCE/MMAT cross-reference matrix were also developed.

Population Served
The population initially benefiting from this program were the EMH students in the Middle School and High School and the more severe LD students at the Elementary, Intermediate and High School levels. The curriculum has been designed with a scope and sequence for the special needs population K-12.

Funding Source
EHA-B Discretionary Grant.

Specific/Unique Features
An area of concern that was encountered early was that the model programs and materials reviewed dealt with the more severe EMH populations. This tended to inhibit mainstreaming and presented a challenge in providing appropriate transition services for mild EMH and LD students. The correlation between LCCE and MMAT competencies has worked to provide a scope and sequence which not only helps in the transition from school to work but also assists in the transition from elementary to secondary level programs. It has also helped in facilitating mainstreaming and improving the working relationship between regular and special education. Another surprise has been the relationship developed with the Parents as Teachers program which involves transition activities for the parents as well as for their children.

Title of Project: Transition from School to Work

Contact Person: Kim Ratcliffe **Phone Number:** (816) 886-7414

Address: Marshall Public Schools
468 South Jefferson
Marshall, MO 65340

Goal of Project
To develop a comprehensive model to facilitate the successful transition of special education students into community living, including employment, by coordinating special education, vocational rehabilitation and other community agency services.

Description of Services/Activities
The Transition from School to Work Project is in its fifth year in the Marshall Public School District. Designed by teachers and the Director of Special Services, the development of the project was funded by a three-year discretionary grant. Donn Brolin's model of Life Centered Career Education provides the structure for the project which has been adapted to a rural community. Key components of the model include an active Community Advisory Board, a K-12 transition curriculum, a community resource guide, vocational assessment, four-year planning conferences, pre-vocational and vocational training, school-business partnerships, and a year-long senior transition process. The senior transition process includes coordination of resources and services including vocational rehabilitation.

Population Served
The public school's emphasis on transition begins with the commencement of formal education. All students (K-12) with an IEP are included in the project.

Funding Source
Start-up Discretionary Grant.

Specific/Unique Features
Highly successful school/business partnerships provide an environment where job coaching and first-hand experiences can help to build competencies in entry level employability skills and personal-social skills. A home-living site has been developed where middle school and high school students practice applying skills to everyday living situations.

Title of Project: Transition Project of the Five St. Charles County School Districts

Contact Person: Roberta Brennan **Phone Number:** (314) 946-2701

Address: St. Charles City Schools
1916 Elm Street
St. Charles, MO 63301

Goal of Project

1. To develop district personnel's awareness and knowledge of functional skills, personal/social skills and transition materials.
2. To determine the success of current special education programs through follow-up studies of graduates with disabilities.
3. To increase community awareness of transition.
4. To locate current gaps in the community and to be instrumental in filling those gaps in order for students with disabilities to access appropriate community services.

Description of Services/Activities

There were three basic phases of the project. The first phase included training in transition, by reviewing LCCE objectives and mapping the curriculum at the secondary level. Curriculum mapping occurred in the second phase of the program at the elementary level. Inservices were provided to special educators and counselors on the identified need of social skills. The third phase included developing and utilizing a follow-up study of special education students. A collaborative committee was developed to close any gaps among schools, the community and business services for special needs students. A resource guide of community and business agencies was developed for teachers as a reference to be utilized at IEP conferences.

Population Served

Kindergarten through postsecondary students with disabilities who were enrolled or are presently enrolled in St. Charles County Schools.

Funding Source

CSPD funds, Discretionary Grants.

Specific/Unique Features

This project is a concentrated effort of five districts (rural and urban) which focuses on functional curriculum, personal/social skills, business awareness and school-community-business collaboration. Mapping of the secondary curriculum revealed personal/social skills as a weakness in all five districts and yet Brolin (1989) has noted these skills to be most important in adult life! Classes have been developed to teach social skills and functional studies.

Title of Project: Vocational Opportunities in Transition

Contact Person: Sandy Majchrzak **Phone Number:** (314) 468-5181

Address: Sullivan High School
Sullivan, MO 63080

Goal of Project
To develop a program to facilitate the transition of secondary special education students into employment by coordinating and utilizing the local, county and state resources and agencies available.

Description of Services/Activities
A program developed to identify as well as coordinate the efforts of the local, county and state agencies offering services to the special education students. The areas targeted in the project are vocational assessment, prevocational training, community involvement in work training and early intervention of Vocational Rehabilitation. Other areas include parent involvement in decision making and development of a resource book listing jobs and requirements in the community. This resource book helped develop a positive rapport with the community.

Population Served
The population initially served by the grant was the Educable Mentally Handicapped of the Sullivan Middle School and Sullivan High School. The following years of the project have provided continuing service to these groups as well as included a few students with learning disabilities and behavior disorders at the high school level.

Funding Source
During the 1988-89 school year Discretionary Grant Monies were received. Since that time the program has been funded by the district.

Specific/Unique Features
The plans are to include another school in the county. The second school has not been involved in Transition but plans to do so. Sullivan will invite other districts in the fall to attend a picnic to discuss the program. Follow through will be carried out throughout the year by students writing to one another about what they are doing in their respective programs. The year ends with a luncheon at the second school to discuss an evaluation of the year and improvements that need to be made.

Title of Project: Troy R-III Transition Project

Contact Person: Debby Simmons **Phone Number:** (314) 528-4618

Address: Troy R-III Schools
711 W. College
Troy, MO 63379

Goal of Project
To develop a systematic model for facilitating the transition of secondary special education students into employment by coordinating and utilizing the existing resources of special education, vocational education and vocational rehabilitation.

Description of Services/Activities
A model program for transitioning secondary special education students from school to work is being implemented by local education agencies in cooperation with vocational rehabilitation. Students are evaluated by vocational rehabilitation and then placed by the vocational adjustment coordinator in a job in the community.

Population Served
The majority of the population is from the secondary EMH program. There are also some students with learning disabilities served.

Funding Source
Local monies.

Title of Project: Warrensburg R-VI District Wide Special Education Transition Plan

Contact Person: Mary Elliott
Director of Special Programs
Jean Baldwin, Project Coordinator

Phone Number: (816) 747-7823

Address: Warrensburg R-VI School District
Central Office
P.O. Box 638
438 E. Market Street
Warrensburg, MO 64093

Goals of Project

1. To provide inservice for all district special services teachers on the transition project.
2. To refine the present special education curriculum and supplement activities and strategies through a sequential district-wide program, to prepare students for the world of work and community living.
3. To inform the parents of all students with disabilities of the transition project and seek their involvement.
4. To inform area business people of the transition project and seek their involvement when appropriate.
5. To provide career education opportunities district-wide for all students with disabilities as they relate to career awareness, exploration, and preparation.
6. To discuss with other agencies providing services to individuals with disabilities ways to better coordinate our efforts to facilitate students' transition from school to community life.

Description of Services/Activities

A program for transitioning special education students from school to work and community living has been designed by the Director of Special Programs, a project coordinator, and a K-12 transition committee. Inservice training on transition was provided for all (K-12) special services teachers in the district. A K-12 transition curriculum for the district was developed using the Life Centered Career Education Model as a basis. Appropriate materials and supplies were purchased to help implement the transition curriculum. For the present school year, as an outcome of the project, a transition goal was included on the IEP of each identified student. Brochures and newsletters were developed and distributed to parents and teachers in the R-VI district. The brochures explained the purpose of transition and how it is implemented at the elementary, middle school and high school levels. The newsletter informed parents, students and teachers about transition activities occurring in the classroom. Parent involvement in transition was also provided through IEP conferences. A systematic follow-up study on special education students exiting school will be conducted for three consecutive years.

Population Served

The population served includes all students with disabilities (LD, BD, EMR, Speech/Language, Hearing Impaired, and Multihandicapped) in grades K-12.

Funding Source

Three year Discretionary Grant, P.L. 94-142.

Specific/Unique Features

1. A Job Transition class was implemented at the high school primarily for ninth and tenth graders. The cooperation of selected businesses in the community made it possible for students to have supervised on-the-job training by a special services teacher who served as a job coach. The implementation of this class allows special services to have the opportunity to put into active practice transition skills gained through the newly developed transition curriculum.
2. Objectives, activities, resources and materials suggested in the curriculum guide are specific to grade levels K-5, 6-8, and 9-12.
3. Curriculum objectives have been cross-referenced with Missouri Mastery and Achievement Test (MMAT) objectives.

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